AMHERST COLLEGE

1979-1980 CATALOG

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Amherst College

1979-1980 Catalog

DIRECTIONS FOR CORRESPONDENCE

The post office and telegraph address of the College is Amherst, Massachusetts, 01002. The telephone number for all departments is 542–2000 (Area Code 413).

General information about Amherst College is available upon request from the Public Affairs Office, Box 65, Amherst College, Amherst, Massachusetts 01002.

Specific inquiries on the following subjects should be addressed to the officers named below:

Admission of students and catalog requests	Edward B. Wall, *Dean of Admission*
Alumni matters	Kent W. Faerber, *Secretary of the Alumni Council*
Business matters	Kurt M. Hertzfeld, *Treasurer*
Financial Aid	Dean Donald McM. Routh
Student affairs	Dean James J. Bishop
Transcripts and records	Gerald M. Mager, *Registrar*

Catalog preparation by Elizabeth J. Rolander, *Editorial Assistant*

The New England Association of Schools and Colleges accredits schools and colleges in the six New England states. Membership in one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators. Colleges support the efforts of public school and community officials to have their secondary school meet the standards of membership.

Amherst College does not discriminate on the basis of race, color, sex, religion, or place of origin, and does not discriminate against qualified handicapped persons, in its policies and programs of admission, treatment of persons, and employment. The College operates in accordance with federal and state laws regarding non-discrimination. Inquiries should be addressed to the Affirmative Action Officer, 102 College Hall, Amherst College.

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College Calendar

1979

September 4, Tuesday. Orientation begins.

September 10, Monday. First semester classes begin.

September 21, Friday. Last day for first semester course changes.

November 17, Saturday. Fall recess begins.

November 25, Sunday. Fall recess ends.

December 14, Friday. Last day of first semester classes.

December 17–21, Monday–Friday. First semester examination period.

December 22, Saturday. Winter recess begins.

1980

January 3, Thursday. Winter recess ends; beginning of Interterm.

January 23, Wednesday. Interterm ends.

January 28, Monday. Second semester classes begin.

February 8, Friday. Last day for second semester course changes.

March 15, Saturday. Spring recess begins.

March 23, Sunday. Spring recess ends.

May 9, Friday. Last day of second semester classes.

May 12–16, Monday–Friday. Second semester examination period.

May 25, Sunday. Commencement.

I

AMHERST COLLEGE

The view from War Memorial

Amherst College

FOUNDED in 1821 as a non-sectarian institution for "the education of indigent young men of piety and talents for the Christian ministry," Amherst has grown steadily and today is an independent liberal arts college for men and women. Its approximately 1,500 students come from most of the fifty states and many foreign countries. Women entered Amherst for the first time as transfer students in 1975 and in 1976 as Freshmen.

The campus is near the center of the town of Amherst, adjacent to the town common. A few miles away are four other institutions of higher learning—Hampshire, Smith, and Mount Holyoke Colleges, and the University of Massachusetts—with which Amherst engages in a number of cooperative educational programs.

The College offers the bachelor of arts degree and cooperates with the University of Massachusetts in a Five College Ph.D. program. The College curriculum involves study in the humanities, the social sciences, and the natural sciences and combines a broad education with knowledge of some field in depth. Emphasis falls upon each student's responsibility for the selection of an appropriate program. Under a new curriculum, students are asked to choose two introductory courses in their Freshman year, and in their Sophomore and Junior years to design an Adjunct Program in addition to choosing a major (see pages 33–35).

Some students may engage in independent study free of formal courses in their Junior and Senior years; Honors work—the intensive consideration of a limited subject—is encouraged and in recent years has been undertaken by more than half of the graduation class.

Whatever the form of academic experience—lecture course, seminar, conference, studio, laboratory, independent study at various levels—intellectual competence and awareness of problems and methods are the goals of the Amherst program, rather than the direct preparation for some profession. The curriculum enables students to arrange programs for their own educational needs within established guidelines. Faculty advisors, representing all academic departments, assist undergraduates in their course selections; but the ultimate responsibility for a thoughtful program of study rests with the individual student.

The College's Faculty is engaged in two primary activities: first, the education of undergraduates; and, second, research and writing. Its 150 members hold degrees from colleges and universities throughout this country and abroad. Classes range in size from a lecture course of 180 to several courses of only five students; about 80 percent of the classes and sections have twenty-five students or less.

Amherst has extensive physical resources: a library of more than 540,000 volumes, science laboratories, theater, gymnasium, swimming pool, skat-

ing rink, squash and tennis courts, playing fields, a museum of fine arts and another of natural sciences, a music building and concert hall, a dance studio, a central dining hall for all students, dormitories, language laboratory, and classroom buildings. There are a wildlife sanctuary and a forest for the study of ecology, an observatory and planetarium, a computer center, and varied equipment for specialized scientific research. At Amherst, and at its neighboring institutions, there are extensive offerings of lectures, concerts, plays, films, and many other events.

Amherst has a full schedule of intercollegiate athletics for men and women in most sports. About 85 percent of all students participate in the physical education program or in organized intramural athletics.

Undergraduates may also take part in a variety of other extracurricular activities: journalism, public service, publishing, broadcasting, music, dramatics, student government, College committees, and a wide assortment of specialized interests. Religious groups, working independently or through the religious advisors, maintain a program of worship services, Bible study, community service projects, and other activities.

Graduates for the most part continue their formal education to enter such professions as teaching, medicine, law, and business. At Amherst, presumably, they have only begun their life-long education at "commencement," but have developed attitudes and values that will encourage them to participate thoughtfully and generously in the service of mankind.

FIVE COLLEGE COOPERATION

Amherst has an arrangement with Mount Holyoke College, Smith College, Hampshire College, and the University of Massachusetts by which nearly all of their regular courses are, under special circumstances, open to Amherst students. See page 37 for further information.

The oldest cooperative venture is the Hampshire Inter-Library Center, housed in the Robert Frost Library at Amherst. HILC, a separate legal entity, is a depository for research materials and learned journals which are beyond the reach of any of the five libraries operating independently. A bus system serves all five institutions daily on a regular schedule. An FM radio station (WFCR, 88.5 mc.) is run cooperatively through the Western Massachusetts Broadcasting Council, composed of representatives of the five institutions and of the public. Other cooperative activities include a joint Astronomy Department and a joint Dance Department; courses in Linguistics, and in Latin American and African-American studies; a Ph.D. program; a common calendar of events; a registry of part-time workers; and a Coordinator for cooperative projects.

Lists and descriptions of special Five College programs are published on an annual basis and may be found in the Registrar's Office.

E. Jefferson Murphy, ph.d., *Coordinator*

ARMY AND AIR FORCE RESERVE OFFICER TRAINING CORPS

Amherst College no longer has its own Reserve Officer Training Corps. The Department of Military Science and the Department of Aerospace Studies at the University of Massachusetts offer two- and four-year programs which are open to students in the college community. Official schedules of courses, issued by the university, should be consulted for course offerings and class meeting times. More detailed information on scholarships and on the program itself are available from the Department of Military Science, Building 79, University of Massachusetts, Amherst MA 01002, (Tel. 413-545-2321), and from the Department of Aerospace Studies, Dickinson Hall, University of Massachusetts, Amherst, MA 01002 (Tel. 413-545-2437).

EXCHANGE PROGRAMS AND STUDY ABROAD

The College encourages students to participate in educational programs at other institutions in the continental United States and abroad. Besides affording exposure to other educational systems, teachers, and courses of study not immediately available in the Five College area, such exchanges offer cultural and other educational benefits that may constructively augment the student's academic career at Amherst. Students normally enroll in other institutions during all or part of their Junior year, although occasionally participating on exchanges during their Sophomore year. Students must enroll at other schools as visiting non-degree students. See page 30. Full-time enrollment entitles a student on exchange to credit courses taken toward his or her Amherst degree provided that the program has received prior approval from the Dean of Students.

Selected students may participate in Independent Study projects under guidance from a teacher at Amherst College without enrollment at host institutions and may pursue their studies elsewhere in the United States or abroad.

The Twelve College Exchange and the Morgan State College Exchange

Within the Northeast, the College has special exchange arrangements with Bowdoin, Connecticut, Dartmouth, Mount Holyoke, Smith, Trinity, Vassar, Wellesley, Wheaton, and Williams Colleges, and Wesleyan University, which together form the Twelve College Exchange Program. The College also has a special exchange arrangement with Morgan State College. This arrangement enables students who wish to take advantage of special programs not available in the Five College area, or who wish to experience a similar, but different, college environment the opportunity to do so with the minimum of difficulty.

The Williams College-Mystic Seaport Program in American Maritime Studies

This program is available to undergraduate participants through the Twelve College Exchange program. Its purpose is to provide undergradu-

ates with the opportunity to focus one semester of their studies on man's relationship with the sea. Further information is available in the Dean of Students' Office.

The National Theatre Institute

Through a Twelve College Exchange arrangement, undergraduate participation in the program of the National Theatre Institute, Waterford, Conn., is possible. Further information is available in the Office of the Dean of Students.

Other Programs

Students interested in programs at other universities and colleges may apply to them for "occasional" or "transient" student status, and may transfer credit earned for full-course semesters of work to satisfy degree requirements at Amherst College. See pages 29–30.

Study Abroad

Students engaged in language programs or in European Studies are expected to spend one or two semesters enrolled at a foreign institution or in an American college-sponsored program abroad. Those students interested in Third World societies, the Arts and comparative natural or regional studies should discuss study-abroad options with appropriate members of the Faculty.

The Associated Kyoto Program; the Warwick University Exchange

The Associated Kyoto Program, sponsored by Amherst and eight other institutions, is hosted by Doshisha University in Kyoto, Japan. It emphasizes direct and intensive contact with the Japanese and aims to develop in students an understanding of Japan's culture, history, language, and contemporary problems. The program carries credit equivalent to a full academic year's course work. About 20 students are admitted each year, with applicants from member institutions receiving priority. The director of the Associated Kyoto Program for 1979–80 and 1980–81 is Professor Lloyd R. Craighill. Further information can be obtained from the Dean of Students and from Professor R. A. Moore at Amherst College.

Warwick University in England also has an exchange agreement with the College, and a limited number of students participate in a one-semester program at the other institution every year. This program was devised primarily for those students interested in History.

Students interested in universities in other lands may enroll in overseas programs arranged by accredited United States colleges and universities or by approved institutes. They may also enroll directly in programs provided by the foreign institutions at which they intend to study. Such arrangements may be made with the assistance of appropriate members of the Faculty and require the approval of the Dean of Students.

Doshisha University

Located in Japan's ancient imperial capital of Kyoto, The Doshisha was founded by Joseph Hardy Neesima of the Class of 1870, the first Japanese to graduate from a Western institution of higher learning. Neesima stowed away aboard a clipper ship from Japan while that country was still officially "closed." From the China Coast he eventually arrived in 1865 aboard a ship owned by Alpheus Hardy, who was a trustee of both Phillips Academy, Andover, and Amherst College.

After graduating from both Andover and Amherst, Neesima returned to Japan to found a Christian college in Kyoto. From this modest start The Doshisha has developed into a university of 19,000 students, a separate (but adjacent) Women's College, four senior and three junior high schools and a kindergarten, with a total enrollment of approximately 30,000 on four different campuses. The Doshisha is one of the oldest and best known private educational institutions in Japan.

Over thirty Amherst graduates have taught at The Doshisha, and since 1922, except for the years 1941 to 1947, Amherst has maintained a resident instructor at Doshisha University.

Through the generosity of alumni and friends of the College, Amherst House, a New England Georgian style residence, was built on the Doshisha campus in 1932 as a memorial to Neesima and to Stewart Burton Nichols of the Class of 1922, the first student representative. It houses some twenty Doshisha students and serves as a center of cultural exchange between faculty and students from East and West. After the end of World War II, Amherst strengthened its representation with a full-time member of the Faculty, Professor Otis Cary of the Class of 1943, who represents Amherst, teaches in the Faculty of Letters in the University, and serves in a number of other capacities. Since 1958, a graduating Senior has been selected as the Amherst-Doshisha Fellow to live in Amherst House and teach English for one year.

In 1962, the College, thanks to further generosity of friends and alumni, built a guest house of modern Japanese design, which includes quarters for the Representative, well-appointed guest suites, and dining facilities, to enhance the possibilities of exchange across cultural barriers. As the importance of Eastern ideas and Asian cultures gains increasing recognition, Amherst House is able to provide unique facilities and a sympathetic environment for scholars visiting Kyoto—for a thousand years the capital of Japan and still the center of traditional Japanese culture.

Since 1976 an arrangement with Doshisha University has been established which permits a member of one of Doshisha's six Faculties (Theol-

ogy, Letters, Law, Economics, Commerce, Engineering) to spend a year's leave at Amherst.

Otis Cary, m.a., *Representative*

Alan Brickman, b.a., *Amherst-Doshisha Fellow*

The Folger Shakespeare Library

The Folger Shakespeare Library in Washington, D.C., was established by the will of Henry Clay Folger, of the Class of 1879. The library is administered by the Trustees of Amherst College. Mr. Folger's original collection, which remains the nucleus of the Library's holdings, emphasized Shakespeare, Shakespeare's contemporaries, and the history of Shakespeare production. Continuing acquisitions of books and manuscripts have increased the size of the collection many times over and broadened the scope of the Library to include every phase of Tudor and Stuart civilization. At present the Library is second only to the British Museum in its holdings of books printed in England between 1475 and 1640. Its holdings in the period from 1640 to 1715, in materials relating to the Continental Renaissance and in such specialized areas as Renaissance musicology and drama are also extensive.

Facilities include reading room, stacks, offices, and service areas for such activities as ordering, cataloging, binding, and photoduplication. The Library also has a public exhibit hall and a theatre embodying characteristics of an Elizabethan playhouse.

Mr. Folger intended his library to be an active educational center "for the promotion and diffusion of knowledge in regard to the history and writings of Shakespeare." The Library has sought continuously since its creation to enlarge its educational function. Its reading room is open to all qualified scholars. Through its photoduplication department and its travelling exhibits it provides services for scholars and school groups outside of the Washington area. A docent program offers tours and lectures to visiting school groups. The Folger Fellowship program offers senior, short-term, and dissertation year fellowships to both foreign and American scholars. Folger seminars are offered annually in cooperation with the consortium universities of the Washington area and are also open to qualified Amherst students. A program of lectures, concerts, and cultural events is held at the Folger theatre and is open to the general public without charge. A repertory group produces four to five dramas each year in the theatre. A publication program further contributes to the Library's objective of "diffusing knowledge" of Shakespeare, of English culture, and of the Renaissance.

FOLGER LIBRARY OFFICERS

O.B. Hardison, Jr., ph.d., *Director*
Philip A. Knachel, ph.d., *Associate Director*
James P. Elder, Jr., ph.d., *Deputy Assistant to the Director*
John F. Andrews, ph.d., *Director of Academic Programs*
Nati Krivatsy, ph.d., *Reference Librarian*
Lilly S. Lievsay, b.a., *Head Cataloguer and Curator of Books*
Charles J. McGrath, m.s., *Business Manager*
Elizabeth Niemyer, b.a., *Acquisitions Librarian*
Louis W. Scheeder, b.a., *Producer, Folger Theatre Group*

II

ADMISSION
TUITION AND FEES
FINANCIAL AID

Frost Library

Admission

ADMISSION to Amherst is highly competitive, but there is no rigid formula for gaining admission to the College. In selecting a class, Amherst seeks a diversity of excellence, academic and otherwise. As applicants present their special qualities as students and persons, they are urged to exercise the same independence, self-awareness, and imagination encouraged in students at Amherst. In judging an applicant's qualifications, the Admission Committee pays particular attention to (1) the quality of a student's academic program, (2) academic performance, (3) results of the College Entrance Examination Board Scholastic Aptitude and Achievement Tests or the American College Testing Program, (4) the recommendation of the secondary school counselor or principal, (5) evidence of curiosity and resolution, (6) the character and health of the applicant, and (7) the breadth and depth of the applicant's interests and achievements.

HOW AND WHEN TO APPLY FOR ADMISSION

Applications should be filed in the senior year between September 1 and February 1. Decisions of the Committee on Admission will be mailed to candidates about mid-April.

Students with exceptional ability and maturity who have outrun the educational opportunities of their communities may apply for admission after three years of secondary school.

Amherst has an Early Decision Program for students who have selected Amherst as the college of their choice. Details are available with the application form. The deadline is November 1, and decisions will be mailed on or before December 15.

Beginning students usually enter in September.

Financial Aid applicants should refer to information under "Tuition and Fees."

The formal application should be accompanied by a check or money order for $25 made payable to The Trustees of Amherst College. This application fee will not be refunded if the student withdraws his or her application or is not admitted.

Correspondence regarding admission to the Freshman class should be addressed to the Dean of Admission, Amherst College, Amherst, Massachusetts 01002.

DEFERRED ADMISSION

Amherst has found that students who take a year off between secondary school and college often gain an added perspective and maturity which prepare them to take better advantage of the education Amherst has to offer. All who are admitted as Freshmen may, if they so desire, defer their

matriculation for one year (or, with special permission, for two). Candidates who did not go on to college directly from secondary school are also encouraged to apply.

PERSONAL INTERVIEW

Whenever possible, it is desirable that a candidate—especially one who lives within 200 miles of the College—visit the campus for a personal interview with a member of the Admission Staff. Throughout the year the Office of Admission is open on weekdays from 8:30 a.m. until 12:00 noon and from 1:30 p.m. to 4:00 p.m. Between Labor Day and Christmas it is open on Saturday from 8:30 a. m. to 12:00 noon. Because of the large number of visitors, it is always advisable to write or telephone well in advance for a definite appointment. It would be helpful to the Admission Staff if applicants bring with them to their interviews unofficial copies of their high school or college transcripts. Seniors are urged to visit no later than February 1; juniors no earlier than May 1. Transfers are welcome at any time, but should plan to visit no later than April 1 if they are seeking admission the following fall.

During February and March, personal interviews will be granted to transfers only. In April, high school juniors are welcome to attend either of two daily information sessions at 10:30 a.m. and 2:30 p.m. conducted by members of the Admission Staff, but personal interviews for juniors will not be granted until May 1.

Because of the large number of visitors between Labor Day and February 1, and occasionally in August, we find it necessary to conduct non-evaluative group information sessions on Wednesdays at 11:00 a.m., 2:00 p.m., and 3:00 p.m. and on Saturdays, until Christmas, at 9:00 a.m., 10:00 a.m., and 11:00 a.m. In this way, no one will be denied an opportunity to meet with a member of the Admission Staff during this busy season of the year.

When a trip to Amherst is not feasible, candidates who live outside the 200-mile radius should write to the Dean of Admission requesting interviews with a local alumnus in or near their home communities. A candidate's opportunity for admission, however, will not be prejudiced if circumstances are such that an interview with an alumnus cannot be arranged.

RECOMMENDED PREPARATION

The following minimum program of studies is recommended:

English	4 years
Mathematics	3 years (more if your academic interest is in mathematics or the sciences)
Foreign Language	2 years (3 or 4 years of one recommended, and preferably through the final year of secondary school)

History and Social Science .....1 year (more if your academic interest is in these areas)
Laboratory Science .....1 year (more if your academic interest is in the sciences)

A command of English, which includes perception and understanding in reading and clarity and facility in writing, is essential. Solid grounding in mathematics up to calculus contributes to precision in thought and enables the student to pursue a variety of subjects. Proficiency in a foreign language permits the proper study of other cultures which, in turn, gives added perspective to understanding of our own culture and language. Previous study of history, social science, and a laboratory science provides an introduction to the understanding of the past and to the methodology and findings of inquiry in the present-day world. With this background, entering students will have the foundation needed to pursue most productively the goals of the liberal arts: to gain a full understanding of themselves, other people, and nature, and to live imaginative, responsible, and humane lives.

Occasionally a student who shows proof of exceptional ability and maturity may be admitted at the end of junior year without a high school diploma.

ADVANCED PLACEMENT

Amherst College grants neither Sophomore standing for entering Freshmen nor credit for advanced placement. The Amherst Faculty believes that intellectual and personal maturation are fostered by four years at the College and does not favor accelerated graduation or the concept of credit by examination. No Freshman will be required to repeat courses taken previously and placement in an advanced course may occasionally be granted in Mathematics, Science and Foreign Languages. In other areas, such as History and English, however, placement in advanced courses is unusual because most of the courses in those disciplines are open to all students regardless of their class standing and without prerequisite.

The principal difference between Amherst's policy and that of colleges which grant advanced placement credit and award Sophomore standing is that graduation in three years is not an option at Amherst College.

New students from other countries who matriculate at Amherst with a sufficient number of high quality results in "A" level examinations, a French Baccalauréate, an International Baccalaureate, a German Abitur or the like may occasionally be granted Sophomore standing. Such cases are handled on an individual basis.

COLLEGE BOARD TESTS

All applicants for admission are required to take *either* the Scholastic Aptitude Test (SAT) and any three Achievement Tests of the College Entrance Examination Board, *or* the American College Testing Program (ACT) no

later than December of senior year. Inasmuch as the registration deadline for both the CEEB and ACT tests is approximately one month prior to the test date, applicants should arrange to take these examinations as soon as possible with the Secretary of the College Entrance Examination Board, Box 592, Princeton, New Jersey 08540. Students living in Arizona, Arkansas, California, Colorado, Idaho, Montana, Nevada, New Mexico, Oklahoma, Oregon, Texas, Utah, Washington, Wyoming, Alaska, or Hawaii should register with the Secretary of the College Entrance Examination Board, Box 1025, Berkeley, California 94701. For information about ACT tests, write ACT, P.O. Box 168, Iowa City, Iowa 52240.

Applicants in military service whose location makes examinations impossible are exempt from CEEB tests.

Regents Examinations. Applicants from the New York State public schools are expected to submit scores made on the Regents Examination in addition to the scholastic aptitude and achievement tests given by the College Entrance Examination Board.

ADMISSION AS A TRANSFER STUDENT

Students who wish to transfer to Amherst College must first earn a minimum of one full year of credit at an accredited college or university as a fully matriculated student. Normally, only liberal arts courses are credited toward an Amherst degree, but even then some limits apply. For example, Amherst allows college credit only for Mathematics courses at or above the level of Calculus. Professional, technical, and vocational courses will not be counted; nor will college-level courses taken during a student's high school years. Finally, Amherst does not grant credit for Advanced Placement, College Level Examination Program or other such examinations.

All applicants must present statements of honorable record from the institution at which they are presently enrolled and file a formal admission to Amherst by transfer.

Candidates should note that, in general, only students with a B average or better will be considered for admission as transfers.

Top priority is given to graduates of community or junior colleges who have achieved distinguished academic records.

Financial aid is available for transfer students.

Correspondence concerning admission of transfers should be addressed to the Dean of Admission.

COOPERATIVE ENGINEERING-SCIENCE PROGRAM

To facilitate the combination of a liberal arts course with education in science and engineering, Amherst will permit a student of high standing to pursue a five-year program in which the first three years are spent at Amherst College and the last two years at the Massachusetts Institute of Technology, or at any other engineering school approved by the Dean of the

College, with the understanding that if the five-year program is satisfactorily completed, the student will receive the degree of Bachelor of Arts from Amherst College and the degree of Bachelor of Science from the engineering school.

PART-TIME STUDY

All regular students at Amherst College pursue their studies on a full-time basis. However, the Faculty recognizes that the College and the community benefit from the presence of a limited number of part-time students at Amherst. Persons not regularly enrolled may take courses, receive grades, and secure transcripts of the record of their work. Applications for admission for part-time study should be made to the Admission Office. No part-time student may be admitted to a course without the consent of either the instructor or the Chairman of the department concerned.

Tuition and Fees

A CANDIDATE'S formal application for admission should be accompanied by a $25 application fee in check or money order payable to Amherst College. Upon notification of admission to the College a candidate is required to return with his or her acceptance a non-refundable advance payment of $100 which will be credited in full on the first term bill.

Comprehensive Fee (Tuition, Room, Board)	$7,150
Student Activities and Dormitory Governance Fees	90
Blue Cross-Blue Shield Student Health Plan (optional)	140
	$7,380

The first semester bill in the amount of $3,805 is mailed to all parents in July and is due and payable on or before August 17, 1979. The second semester bill totaling $3,575 is mailed approximately December 14, 1979, and is due and payable on or before January 11, 1980. All College scholarships, Insured Tuition Plan payments, and any other cash payments received prior to mailing will appear as credits on the bill.

Student clearance cards will be issued by the Comptroller's Office upon payment of the College bill. These cards must be obtained before course cards may be picked up.

The fee for the support of various activities of the student body for 1979–80 is determined by the Student Allocation Committee. The $80 fee (included in the first semester bill) is turned over to the Director of Student Activities for controlled expenditure through the Student Allocation Committee. This fee provides a student with a copy of the yearbook, *The Olio*, and a one-year subscription to the student newspaper and magazine, *The Amherst Student* and *The Amherst Literary Magazine*. The fee also contributes to the support of the Masquers, the Film Society, The Seventy Players, the radio station, and includes tutorial and hospital service commitments as part of the more than forty organizations which make up student activities. In addition to the Student Activities Fee, there is a $10 Dormitory Governance Fee which is used to promote cultural and social activities in the residential units.

The charge of $140 appears on the comprehensive bill for twelve months of Accident and Sickness Insurance for the period September 1, 1979 through August 31, 1980. Details concerning the Student Health Services and the Blue Cross-Blue Shield Student Health Plan appear in the Amherst College Student Handbook.

Each new student, or former student re-entering, is charged a $35 guarantee deposit, which is refundable after graduation or withdrawal from college, less any unpaid charges against his or her account.

Miscellaneous charges such as fees for late registration, extra courses, library fines, lost or damaged property, etc., are payable currently when incurred.

Payment Plans

For those who wish the convenience of monthly payments, arrangements have been made for both a pre-payment plan and loan plan, including insurance for continued payment in case of death or disability of the parent. For further details write to: The Insured Tuition Payment Plan, 53 Beacon Street, Boston, Massachusetts 02108.

Tuition Changes

Despite every effort to maintain College fees at the lowest possible level, it has been necessary to increase the tuition fee at Amherst in each of the past thirteen years. Therefore, students and their parents are advised that such increases may well be necessary in subsequent years. The College attempts to notify students of tuition changes at least twelve months in advance. Financial aid awards will be based on the schedule of fees in effect during the year of the award. Students who may require financial aid as the result of tuition changes are eligible to make application whenever necessary.

Refund Policy

In case of withdrawal before the opening day of a semester, all charges will be cancelled.

Refund of payment for or credit on student accounts in the event of withdrawal are as follows:

TUITION

Period of attendance calculated from day of first scheduled classes:

Prior to first day—100%	$2,575
1 day to 2 weeks—80%	2,060
2 weeks to 3 weeks—60%	1,545
3 weeks to 4 weeks—40%	1,030
4 weeks to 5 weeks—20%	515
5 weeks or more	no refund

ROOM AND BOARD

Refund shall be made on a formula basis for any student who withdraws voluntarily or who is dismissed from the College during a semester.

SCHOLARSHIP GRANTS

Scholarship grants are cancelled in full when determining cash refunds.

The officer having general supervision of the collection of tuition and fees and refund policy is the Comptroller.

Financial Aid

IN a sense, every student at Amherst College is on scholarship. Beginning in September, 1979, the comprehensive charge for tuition, room, board and fees will be $7,150 and yet the education of each student costs the College almost $13,000 per year. General endowment income, gifts and grants to the College supply the difference.

For those students who cannot afford the regular charge, financial aid is available from a variety of sources. Through the years, alumni and friends of the College have contributed or bequeathed capital funds with the income to be used for scholarship and loan assistance to worthy students. These funds now amount to more than $6,000,000. Some, such as those designated for candidates for the ministry or for students from certain geographical areas, are restricted in use. For the most part, however, the income from these funds may be used at the discretion of the College.

Each year the alumni of the College through the Alumni Fund contribute a substantial sum for scholarship and financial aid purposes. Several Amherst Alumni Associations also provide special regional scholarships to students from their areas; such awards are currently sponsored by the Chicago, Connecticut, Minnesota, New York City, Northern California, Northern Ohio, St. Louis, Southern California, Washington (D.C.) and Wisconsin Associations. Without these alumni contributions, the College could not maintain its present financial aid program.

Additional financial aid is available to Amherst students from sources outside the College. A number of foundations and corporations grant funds which the College distributes on the basis of high merit and financial need. Notable special scholarships are granted by the Gilbert H. Grosvenor Memorial Fund, the Agnes M. Lindsay Trust and the Charles C. Patrick Memorial Fund. The College also participates in the College Work-Study, the Supplementary Educational Opportunity Grant and the National Direct Student Loan programs of the federal government.

Amherst College has a broad financial aid program in which scholarship grants, loans and student employment all play an important part. About one third of the students receive financial aid. Awards range from $100 to $7,500.

The officer directly in charge of the administration of financial aid is Dean Routh.

FINANCIAL AID POLICY AND PROCEDURE

The College grants financial aid only in cases of demonstrated financial need, but student character and academic performance and promise are important factors. Students' financial needs are calculated by subtracting from probable college-year expenses the amount which they and their fam-

ilies may reasonably be expected to supply. College-year expenses include tuition, room, board, fees, transportation and an allowance for books and personal expenses. The family contribution is computed in accordance with the amended procedures of the College Scholarship Service. The College assumes further that students will assist in financing their education through summer employment and part-time jobs during the college year.

Financial aid awards are generally a combination of scholarship grant and self-help opportunities. Under normal circumstances, after allowances have been made for family contributions and student contributions from savings and summer employment, the initial $1,650–2,100 of applicants' demonstrated needs will be met with a combination of college-year employment and long-term, moderate-interest loans and they may expect to receive gift aid to cover the balance of their needs. These loans require no payment of interest or principal before graduation from Amherst or graduate school, or completion of military, Peace Corps or VISTA service—whichever is latest. Thereafter, the loans are repayable on a monthly basis within a ten-year period at a moderate rate of simple interest.

Renewal of scholarship grants is not contingent upon acceptance of the loan portion; many students prefer to earn more money during the summer or at college so that less loan is needed. Conversely, students who are unable to meet the summer-earning expectation by reason of unusual or educational summer-time opportunities or who find it difficult to undertake campus employment may petition for an increase in loan to cover the difference. Recipients of national scholarships and outside foundation awards are often subject to a modification of the loan portion.

APPLYING FOR FINANCIAL AID

Financial aid candidates should file applications for financial aid *at the same time* they file their applications for admission. Applications must be received by the Admission Office before February 1 to be considered. An application for financial aid requires the submission of two forms: (1) a Financial Aid Form, to be completed by the candidate's parents; and (2) an Amherst College Financial Aid Application, to be completed by the candidate. The Financial Aid Form may be obtained from any secondary school guidance counselor; parents should send the completed form to the College Scholarship Service which will process it and forward the results to Amherst College for evaluation and final decision. Amherst College Financial Aid Applications are supplied by the Admission Office as part of the application for admission. Applicants for financial aid need not take any special examinations other than those required for admission.

Upperclassmen who desire renewal of their financial aid awards or who wish to apply for financial aid for the first time must file applications by April 20. Renewal forms may be obtained in the Financial Aid Office and should be returned directly there. Upperclassmen will receive notification of their financial aid awards in July.

WILLIAM M. PREST BEQUEST

The Faculty of Amherst College, at its meeting of February 29, 1972, passed by unanimous vote a resolution that:

> . . . until such time as it votes to the contrary, the income and a portion of the principal of the Bequest of William M. Prest, Class of 1888, will be used to initiate new approaches to the problem of providing appropriate forms of financial assistance to Amherst College students.

The William M. Prest Bequest presently has a value of $735,000 and an annual income of approximately $41,000. First claim on the Prest funds goes to transfer students at Amherst, with special consideration to graduates of junior and community colleges. The balance of the income—and up to five percent of the principal—has been used to inaugurate the William M. Prest Loan Fund, a program of long-term loans at a moderate rate of interest with a graduated repayment schedule to reflect more accurately the earnings expectation of college graduates.

STUDENT LOAN FUND

Through the generosity of friends of the College, the Student Loan Fund has been established from which small short-term loans may be made to students who require funds to meet personal emergencies or other needs for which financial aid funds may not be obtained. In accordance with the conditions set by the donors, use of the Student Loan Fund is limited to students in good scholastic standing whose habits of expenditure are economical. The rate of interest is slightly higher and the repayment period shorter than for scholarship loans, but complete scholarship application procedure is not required. The New England Society's Student Loaning Fund (for New England residents) and the Morris Morgenstern Student Loan Fund provide special interest-free loans on the same short-term basis as other student loans.

ADDITIONAL FINANCIAL AID INFORMATION

A more detailed description of the financial aid program, *Costs and Financial Aid at Amherst College*, is available upon request from the Admission Office. Questions about the financial aid policy of Amherst College should be directed to Dean Routh.

III

GENERAL REGULATIONS
DEGREE REQUIREMENTS

General Regulations

TERMS AND VACATIONS

The college year 1979–80 includes two regular semesters, the first with thirteen weeks and the second with fourteen weeks of classes. In the fall semester there is a Thanksgiving recess of one week. After the Christmas recess, there is a January Interterm. In the spring semester there is a vacation of one week.

The January Interterm is a four-week period between semesters free from the formal structures of regular classes, grades, and academic credit. It is, in essence, a time when each student may undertake independent study in a subject or area to which he or she might not have access during the normal course of the year.

Students may center their activities on the campus or elsewhere as they choose. They may read, write, paint, compose, or inquire into some question or concern as inclination, ingenuity, and resources permit. They may wish to explore further or more deeply a subject which has aroused their curiosity or about which they wish to know more.

All official College vacations and holidays are announced on the College Calendar appearing at the beginning of this catalog.

CONDUCT

It is the belief of Amherst College that those engaged in education should be responsible for setting, maintaining, and supporting moral and intellectual standards. Those standards are assumed to be ones which will reflect credit on the College, its students, and its guests.

The College reserves the right to exclude at any time students whose conduct or academic standing it regards as unsatisfactory; in such cases fees are not refunded or remitted in whole or in part, and neither the College nor any of its officers consider themselves to be under any liability whatsoever for such exclusion.

All are expected to conduct themselves in a manner consistent with the principles set forth in the following three statements. Failure to do so may in serious instances jeopardize the student's continued association with the College.

A. STATEMENT OF INTELLECTUAL RESPONSIBILITY AT AMHERST COLLEGE

Preamble

Every person's education is the product of his or her own intellectual effort and participation in a process of critical exchange. Amherst cannot educate those who are unwilling to submit their own work and ideas to critical

assessment. Nor can it tolerate those who interfere with the participation of others in the critical process. Therefore, the College considers it a violation of the requirements of intellectual responsibility to submit work that is not one's own or otherwise to subvert the conditions under which academic work is performed by oneself or by others.

Article I Student Responsibility

Section 1. In undertaking studies at Amherst College every student agrees to abide by the above statement.

Section 2. Students shall receive a copy of the Statement of Intellectual Responsibility with their final course schedule each semester. It is the responsibility of students to read and understand this Statement and to inquire as to its implications in each of their specific courses.

Section 3. Orderly and honorable conduct of examinations is the individual and collective responsibility of the students concerned in accordance with the above Statement and Article II, Section 3, below.

Article II Faculty Responsibility

Section 1. Promotion of the aims of the Statement of Intellectual Responsibility is a general responsibility of the Faculty.

Section 2. Every member of the Faculty has a specific responsibility to explain the implications of the statement for each of his or her courses, including a specification of the conditions under which academic work in those courses is to be performed. At the beginning of each semester all members of the Faculty will receive with their final class lists a copy of the Statement of Intellectual Responsibility and a reminder of their duty to explain its implications in each course.

Section 3. Examinations shall not be proctored unless an instructor judges that the integrity of the assessment process is clearly threatened. An instructor may be present at examinations at appropriate times to answer questions.

Article III The Judicial Board

Section 1. The Judicial Board shall consider any question relating to intellectual responsibility that may be brought before it and may also act upon its own motion.

Section 2. The Judicial Board shall make provisions for explaining the statement to incoming students and to new members of the Faculty, and for publicizing and interpreting the statement to the student body during the year.

Section 3. From time to time the Judicial Board shall make available to the Faculty information regarding effective specifications of the statement in particular courses.

B. STATEMENT ON FREEDOM OF EXPRESSION AND DISSENT

Amherst College prizes and defends freedom of speech and dissent. It affirms the right of teachers and students to teach and learn, free from coercive force and intimidation and subject only to the constraints of reasoned discourse and peaceful conduct. It also recognizes that such freedoms and rights entail responsibility for one's actions. Thus the College assures and protects the rights of its members to express their views so long as there is neither use nor threat of force nor interference with the rights of others to express their views. The College considers disruption of classes (whether, for example, by the abridgment of free expression in a class or by obstructing access to the place in which the class normally meets) or of other academic activity to be a serious offense that damages the integrity of an academic institution.

C. STATEMENT ON RESPECT FOR PERSONS

Respect for the rights, dignity and integrity of others is essential for the well-being of an academic community. Actions which do not reflect such respect for others are damaging to each of us and hence damaging to Amherst College.

ATTENDANCE AT COLLEGE EXERCISES

It is assumed that students will make the most of the educational opportunities available by regularly attending classes and laboratory periods. At the beginning of the semester, all instructors are free to state the policy with regard to absences from their courses. Thereafter, they may take such action as they deem appropriate, or report to the Dean of Students the name of any student who disregards the regulations announced.

Students are asked to notify the office of the Dean of Students if they have been delayed at home by illness or family emergencies. They are also requested to report any unusual or unexplained absence from the College on the part of any fellow student.

Students who have been attended at home by a physician should, on the day of their return, report their absence to the Office of the Dean of Students and submit a statement concerning their illness and any recommended treatment to the Student Health Office. Students who are ill at College will normally be attended at the Millikin Infirmary or will be referred to the University of Massachusetts Infirmary by the Staff Physician. It is assumed that all students not excused by the College physician are well enough to attend their regular classes.

The responsibility for any work missed due to an illness or other absence rests entirely upon the student.

Details about student health and medical programs are provided in the Student Handbook.

RECORDS AND REPORTS

Grades in courses are reported in three categories:

Honor Grades = A+,A,A−,B+,B,B−

Passing Grades = C+,C,C−,D,Pass

Failing Grade = F.

Term averages and cumulative averages are reported on a 14-point scale rounded to the nearer whole number. The conversion equivalents are: A+ = 14, A = 13, A− = 12; B+ = 11, B = 10, B− = 9; C+ = 8, C = 7, C− = 6; D = 4, F = 1. A Pass does not affect a student's average.

Grade reports for D and F grades only will be sent to students after the end of the seventh week of classes each semester. A report of all grades and averages will be sent to each student at the end of each semester.

The academic records and averages of Amherst College students completing Five-College Interchange courses at Hampshire, Mount Holyoke and Smith Colleges, and the University of Massachusetts will include these courses and grades; no separate transcripts are maintained at the other institutions for Amherst College students.

"Rank in class" will not be used, but transcripts and grade reports will be accompanied by a profile showing the distribution of cumulative averages for students of the same class level in the current and in the previous two years.

Student academic records are maintained by the Registrar's Office and are confidential; information is released only at the request of the student. Partial transcripts are not issued; each transcript must include the student's complete record at Amherst College to date. An official transcript carries an authorized signature as well as the embossed seal of Amherst College.

Transcripts of credit earned at other institutions, which have been presented to Amherst College for admission or transfer of credit, become a part of the student's permanent record and are not issued, reissued, or copied for distribution. With the exception of Five-College Interchange courses, grades for courses that were transferred from other institutions are not recorded; credit only is listed on the Amherst transcript. Transcripts for all academic work at other institutions of higher education, including summer schools, should be requested directly from those institutions.

PASS/FAIL OPTION

Since 1975, for an experimental period of four years, Amherst College students have been allowed to choose, with the permission of the instructor, a pass/fail arrangement in two of the thirty-two courses required for the degree, but not in more than one course in any one semester. The choice of a pass/fail alternative must be made within fourteen days after the beginning of the semester and must have the approval of the student's advisor. No grade-point equivalent will be assigned to a "Pass," but courses taken on this basis will receive either a "P" or an "F" from the instructor, although

in the regular evaluation of work done during the semester the instructor may choose to assign the usual grades for work submitted by students exercising this option. Freshmen, who have the privilege of withdrawing from one course without grade penalty, and transfer students, who have the privilege of withdrawing from one course during their first semester at Amherst, must take no less than three graded courses in each semester.

EXAMINATIONS

Examinations are held at the end of each semester and at intervals in the year in all courses. At the end of each semester, final grades are reported and the record for the semester is closed. No extension of time is allowed for intraterm examinations and incomplete laboratory work beyond the date of the last scheduled class period of the semester, unless exception is granted by both the instructor and the Dean of Students.

A student who is prevented by illness from attending a semester examination may be granted the privilege of a special examination by the instructor and the Dean of Students, who will arrange the date of the examination with the instructor. There are no second or make-up semester examinations, unless a student is prevented by illness from taking such an examination at the scheduled time.

A semester examination may be postponed only by approval of the instructor and the Dean of Students.

VOLUNTARY WITHDRAWALS AND EDUCATIONAL LEAVES

Many Amherst students have in the past found that time away from the College has contributed significantly to their education. For this reason the College makes the procedure for taking and returning from voluntary withdrawals and educational leaves as straightforward as possible. The College may also sometimes encourage a student to withdraw to gain a fresh perspective on his or her intellectual commitments, career plans, or educational priorities.

Procedure for leave-taking is simple. If the student seeks to gain academic credit for work to be completed at an accredited institution, he or she gains approval with the academic advisor, appropriate class Dean, and the Registrar. A student considering a voluntary withdrawal need simply inform one of the Deans of his or her intentions before April 1 for fall semester or November 1 for spring semester. A student planning to return for the fall semester should notify the Dean of Students by April 1, and for the spring semester by November 1. (See also Transfer Policy statement.) A student may elect to leave without academic penalty prior to the end of the seventh week of the semester but must discuss his or her plans with the Dean before leaving. Thereafter, approval for a late withdrawal must be sought from the Interim Committee on Academic Standing through the Dean of Students. All applications for readmission should be made to the

Dean of Students' Office. Any student who wishes to extend his or her voluntary withdrawal beyond two semesters must apply to the Dean for permission to do so.

Students who withdraw shall be subject to the deadlines on deposits and refund policies of the College (stated on page 19 of the Catalog).

Before leaving the College, it is strongly recommended that a student discuss his or her plans with the appropriate class Dean. Such interviews can be helpful in clarifying the students' objectives and enabling them to make the best use of their time away.

TRANSFER POLICY

Amherst College students who are considering transferring to other institutions should understand that the College will not readmit those who choose to become degree candidates at other colleges and universities. All Amherst College students who transfer to and enroll as degree candidates at other institutions will forfeit their opportunity to return to Amherst. Before arranging to transfer, students should discuss their plans and options with their class Dean.

Students who plan to attend other colleges and universities while on educational leave or as participants in exchange programs must have explicit written understanding with Amherst College as well as confirmation from host schools that they will be enrolled as visitors, rather than as degree candidates.

DELINQUENCIES

At the midpoint and end of each semester, the cases of all students whose work is unsatisfactory are brought before the Interim Committee on Academic Standing for consideration. Those who have clearly shown their unfitness for college work are dismissed from the College. Others whose records are unsatisfactory are placed on scholastic probation.

Students belonging to one or more of the following groups may not expect to continue at Amherst College:

a. Those who in any semester are failing in two or more courses. Withdrawal from a course while failing it shall count as a failure.*
b. Those who in any semester fail a course and receive an average of less than 7 in courses passed.*
c. Those who in any semester pass all courses but receive an average of less than 6.
d. Those who have accumulated delinquencies in three or more courses during their college careers.
e. Those who have been on probation and have failed to meet the conditions of their probation.

*c.f. Degree Requirements

Normally, a student dismissed from the College for reasons of unsatisfactory academic performance will not be eligible for readmission until he or she has been away from the College for two semesters and shall be expected to make up deficiencies before readmission. Conditions for readmission shall be set forth clearly and in writing and must be met by the student before he or she can be considered for readmission to the College.

Students taking courses in a summer school to make up a delinquency incurred at Amherst College must have their summer school courses approved in advance by the Registrar. The College does not grant credit for summer school courses completed with a grade below C.

ROOMS AND BOARD

All students, unless specifically excused by the Dean, are required to live either in the dormitories of the College or in fraternity houses. Dormitory rooms are equipped with bed, mattress, pillow, bureau, desk, chairs, and bookcase or shelves. Occupants furnish their own blankets, linen, and towels, and may provide extra furnishings if they wish, such as rugs, curtains, lamps, etc.; they may not add beds, sofas, lounges, or other furniture of such nature except under certain circumstances. More complete regulations for dormitory occupancy are contained in the Student Handbook.

All students are required to eat in Valentine Hall. Valentine Hall is able and willing to accommodate students with special dietary needs. There are no rebates for absence from meals.

Degree Requirements

BACHELOR OF ARTS

THE DEGREE, Bachelor of Arts, is conferred upon students who have satisfactorily met the requirements described below. The plan of studies leading to this degree is arranged on the basis of the equivalent of an eight-semester course to be pursued by students in residence at Amherst College.

The degree, Bachelor of Arts, *cum laude, magna cum laude,* or *summa cum laude* (Degree with Honors) is awarded to students who have successfully completed an approved program of Honors work with a department or group.

Other students who satisfactorily meet requirements as indicated below receive the degree, Bachelor of Arts, *rite.*

REQUIREMENTS

The Bachelor of Arts degree is awarded to students who:

1. Complete thirty-two full semester courses and four years of residence,* except that a student who has dropped a course without penalty during the Freshman year, or who has failed a course during the Freshman or Sophomore year, shall be allowed to graduate, provided he or she has been four years in residence at the College and has satisfactorily completed thirty-one full courses.

Transfer students must complete thirty-two full semester courses or their equivalent, at least sixteen of them at Amherst, and four years of residence, at least two of them at Amherst, except that a transfer student who has dropped a course without penalty during his or her first semester at Amherst shall be allowed to graduate with one less full course.

2. Complete the requirements for a major in a department or a group of departments including a satisfactory performance in the comprehensive evaluation.

3. Attain a general average of 6 in the courses completed at Amherst and

*In exceptional cases, a student with at least six semesters of residence at Amherst and at least twenty-four courses, excluding summer school courses not taken as make-up work or recognized as part of a transfer record, may apply for early graduation. Students seeking to graduate before they have satisfied the normal thirty-two course requirement will have the quality of their achievement thoroughly evaluated. The approval of the student's advisor, department, the Dean of Faculty, the Committee of Six, and finally the Faculty must be received to be granted the status of candidate for the degree.

a grade of at least 70 or C in every course completed at another institution for transfer credit to Amherst.

4. It is expected that all students will spend their final academic year at Amherst in order to ensure their final evaluation by the Amherst College Faculty.

COURSE REQUIREMENTS

All students except Independent Scholars are required to elect four full courses each semester and may elect an additional half course. The election of a half course in addition to the normal program is at the discretion of the student and without special permission. A student may not elect more than one half course in any semester except by consent of the Dean of Students and the departments concerned. In such cases the student's program will be three full courses and two half courses. Half courses are not normally included in the thirty-two-course requirement for graduation.

In exceptional cases a student may, with the permission of both his or her academic advisor and the Dean of Students, take five full courses for credit during a given semester. Such permission is normally granted only to students of demonstrated superior academic ability, responsibility, and will.

Any student who has failed a course will be able to take a fifth course in a given semester if, in the judgment of the Dean of Students and advisor, this additional work can be undertaken without prejudice to the student's regular program.

Students who prefer to make up a failed course at another approved institution in the summer may do so.

Students may not add a course to their program after the fourteenth calendar day of the semester.

Freshmen may, with the approval of the Dean of Students, drop one course during their first year without receiving a failing grade. They may drop the course either in the first or the second semester any time within the first eight weeks. Other exceptions to this rule shall be made only for medical reasons, or reasons of grave personal emergency, and shall be made only by the Dean of Students.

Transfer students may, with the approval of the Dean of Students, drop one course any time within the first eight weeks of their first semester at Amherst without receiving a failing grade.

Courses taken by a student after withdrawing from Amherst College, as part of a graduate or professional program in which that student is enrolled, are not applicable toward an Amherst College undergraduate degree.

THE LIBERAL STUDIES CURRICULUM

Under a new curriculum adopted in 1977, Freshmen are required to take two courses, one each semester, in a program called Introduction to Liberal

Studies (ILS). Each ILS course is planned and taught by two or more members of the Faculty, representing different disciplines, who collaborate to develop an interdisciplinary topic. The subject matter of the courses varies, reflecting the concerns of the groups of Faculty members who devise them. Freshmen choose and take one of the several ILS courses offered each semester, and each student is urged to choose an ILS course in the second semester which is significantly different from the course selected in the first semester. The courses offered for 1979–80 are described on pages 43–52.

Through the ILS courses, Freshmen are exposed to the range of learning that takes place at the College. They see what the nature of the institution is and what actually takes place in the College: what people do at Amherst and how they do it. Two or more Faculty members bring differences in training and perspective to the Freshman courses, and these differences alternately supplement and challenge the other members of the group. Each course thus becomes a forum where students are able to observe, compare and experience distinct intellectual styles.

Students select a major field of concentration no later than the end of the Sophomore year, and this field becomes the focus of their study in depth during Junior and Senior years. Another aspect of the Liberal Studies Curriculum requires upperclassmen to design and follow an Adjunct Program in addition to their majors, consisting of four courses—chosen by the individual students themselves—which contribute to a single line of inquiry. The Adjunct Program grows from the belief that liberal learning ought not to leave upperclassmen with no other commitment than fulfilling the major—or concentration—requirements. Principally in the Sophomore and Junior years, students beginning with the Class of 1982 will design a program to study a particular theme or question outside the major, selecting four courses with that in mind. In posing questions and combining courses to create the Adjunct Program, upperclassmen will be making something of their own, and will find that what they know is contingent upon what they ask and where they then look for answers. Such a program, which offers not a scattered and superficial acquaintance but something with a coherence of its own, will counter narrow specialization and illustrate the uses of diversity.

The Liberal Studies Curriculum is based on a concept of education as a process or activity rather than a form of production. The curriculum provides a structure within which every student may confront the meaning of his or her education, and does it without imposing a particular course or subject on all students.

Under the new curriculum, all members of the Faculty serve as academic advisors to students. Every student has a College Advisor through his or her Sophomore year; thereafter, each student will have a Major Advisor from the student's field of concentration. As student and advisor together plan a student's program, they should discuss whether the student has selected courses that: provide knowledge of culture and a language other than

one's own and of human experience in a period before one's lifetime; analyze one's own polity, economic order, and culture; employ abstract reasoning; work within the scientific method; engage in creative action—doing, making and performing; and interpret, evaluate, and explore the life of the imagination.

THE MAJOR REQUIREMENT

Liberal education seeks to develop the student's awareness and understanding of the individual and of the world's physical and social environments. If one essential object in the design of education at Amherst is breadth of understanding, another purpose, equally important, is mastery of one or more areas of knowledge in depth. Upperclassmen are required to concentrate their studies—to select and pursue a major—in order to deepen their understanding: to gain specific knowledge of a field and its special concerns, and to master and appreciate the skills needed in that disciplined effort.

A major normally consists of eight courses pursued under the direction of a department or special group. A major may begin in either the Freshman or Sophomore year and is normally declared by the beginning of the Junior year. Students may change their majors at any time, provided that they will be able to complete the new program before graduation.

The major program can be devised in accordance with either of two plans:

DEPARTMENTAL MAJORS

Students may complete the eight-course requirement within one department. They must complete at least six courses within one department, however, in which case they may take the remaining two courses in related fields approved by the department.

INTERDISCIPLINARY MAJORS

Students with special needs who desire to construct an interdepartmental major will submit a proposed program, endorsed by one or more professors from each of the departments concerned, to the Committee on Special Programs. Such a program is normally composed of courses available in the existing departments or at the Five College institutions. If the Committee approves the proposal, it will appoint an ad hoc committee which will have all further responsibility for approving modifications in this program, selecting an advisor, administering an appropriate comprehensive examination, and making recommendations for graduation with Honors.

A part of the major requirement in every department is an evaluation of the student's comprehension in his or her major field or study. This evaluation may be based on a special written examination or upon any other

performance deemed appropriate by each department. The mode of the evaluation need not be the same for all the majors within a department, and, indeed, may be designed individually to test the skills each student has developed.

The evaluation should be completed by the seventh week of the second semester of the Senior year. Any student whose comprehension is judged to be inadequate will have two opportunities for re-evaluation: one not later than the last day of classes of the second semester of the Senior year, and the other during the next college year.

DEGREE WITH HONORS

The degree Bachelor of Arts with Honors is awarded at graduation to students whose academic records give evidence of particular merit. It may be awarded *cum laude, magna cum laude,* or *summa cum laude,* according to the level of achievement of the candidates. All degrees with Honors are noted on the diploma and in the commencement program.

The award of Honors is made by the Faculty of the College. In making such awards the Faculty will take into account the following factors: (1) Candidates must have a minimum college average of 9 (B−) to be eligible to be considered for the degree *cum laude,* of 11 (B+) for the degree *magna cum laude,* and of 12 (A−) for the degree *summa cum laude.* (2) Candidates must receive the recommendations for the degree *cum laude, magna cum laude,* or *summa cum laude* from the department in which they have done their major work. Each department will define the conditions upon which it will be its practice to make recommendations to the Faculty. (3) Candidates for the degree *summa cum laude* will have their entire records reviewed by the Dean of the Faculty and the Committee of Six, who will transmit their recommendations to the Faculty. Only students of marked distinction in both general work and in the field of Honor studies will be recommended for the *summa cum laude* degree.

In exceptional cases, upon recommendation of the department in which the candidate has done his or her major work, the Committee of Six may recommend to the Faculty that a student be awarded a degree of Honors for which the student does not have the required average.

The minimum average required for a student to be accepted by a department as a candidate for Honors is determined by the department concerned.

Students in the Independent Study Program may become candidates for the degree with Honors. Recommendations for such students will be made by the student's tutor together with those members of the student's committee who have joined in assigning a comprehensive grade in the program.

INDEPENDENT STUDY

A limited number of students who elect to do so may participate in an

Independent Study Program, usually in the Junior or Senior years. Participants are chosen by the four-member Faculty Committee on Special Programs, which includes the Dean of Students, after nomination for the program by a member of the Faculty. Independent Scholars are free to plan a personal program of study under the direction of a tutor, chosen by the student with the advice and consent of the Committee. The tutor provides the guidance and counsel necessary to help the student attain the educational objectives he or she has set. The tutor and one or more other members of the Faculty familiar with the student's work will ultimately assign a comprehensive grade and provide a detailed, written evaluation of the student's performance which will become part of the individual's formal record at Amherst College. Grades in such regular courses as the student may elect will be taken into account in assigning the comprehensive grade, and the student is eligible for a degree with Honors, as well as all other awards and distinctions.

FIELD STUDY

The Faculty has instituted a program of Field Study under which students may pursue a course of study away from Amherst for either one or two semesters. Students are admitted to the program by the Committee on Special Programs after approval of their written proposal, and are assigned a Field Study Advisor chosen from the Faculty.

Upon being admitted to Field Study, students become candidates for the degree of Bachelor of Arts with Field Study, which is normally attained in four and one half or five years. During the first semester in residence at Amherst after the period of Field Study, students must take a Special Topics course, normally with their Field Study Advisor, in which they draw on both their experience of Field Study and further investigation relating to it. Students may also pursue a related Special Topics course in the semester before they enter their program of Field Study.

Students pursuing a two-semester plan of Field Study will be allowed to continue after the first semester only upon providing evidence to the Committee that they are satisfactorily carrying out their program. No student shall begin study in the field later than the first semester of the Senior year.

Students pursuing Field Study shall maintain themselves financially in the field, and during the period shall pay a Field Study fee to the College in lieu of tuition.

The transcript of a student who has undertaken Field Study shall include a short description and appraisal by the Field Advisor of the student's project and of the related Special Topics course.

FIVE COLLEGE COURSES

Amherst, Hampshire, Mount Holyoke and Smith Colleges and the University of Massachusetts have for some time combined their academic activities in selected areas for the purpose of extending and enriching their col-

lective educational resources. Certain specialized courses not ordinarily available at the undergraduate level are operated jointly and open to all. In addition, students in good standing at any of the five institutions may take a course, without cost, at any of the other four if the course is significantly different from any offered on their own campus and they have the necessary qualifications.

The course must have a bearing on the educational plan arranged by the student and his or her advisor. Professional, technical and vocational courses are not generally open for Five College interchange credit. Those courses accrue credit toward degrees other than the Bachelor of Arts degree which is offered at Amherst College. Individual exceptions must be approved by both advisor and Dean of Students on the basis of the student's complete academic program at the College.

To enroll in a Five College course, an Amherst student must have the approval of the advisor and the Dean of Students. Permission of the instructor is required for students from other campuses if permission is required for students of the institution at which the course is offered.

Free bus transportation among the five institutions is available for interchange students.

Students interested in such courses will find current catalogs of the other institutions at the Loan Desk of the Library and at the Registrar's Office. Application blanks may be obtained from the Registrar's Office.

Other aspects of Five-College cooperation are described on page 4 and in the Student Handbook.

ACADEMIC CREDIT FROM OTHER INSTITUTIONS

Amherst College does not grant academic credit for work completed at other institutions of higher education unless it meets one of the following criteria: (1) each course offered as part of a transfer record has been completed and accepted by the College prior to matriculation at Amherst; (2) the work is part of an exchange program of study in the United States or abroad approved in advance by the Dean of Students; or (3) the work has been approved by the Dean of Students as appropriate to make up a deficiency deriving from work not completed or failed at Amherst College (see Delinquencies).

COOPERATIVE DOCTOR OF PHILOSOPHY

A cooperative Doctor of Philosophy program has been established by Amherst, Hampshire, Mount Holyoke, and Smith Colleges, and the University of Massachusetts. The degree is awarded by the University of Massachusetts, but some, perhaps much—and in a few exceptional cases even all—of the work leading to the degree might be done in one or more of the other institutions.

When a student has been awarded a degree under this program, the fact

that it is a cooperative doctoral degree involving Amherst, Hampshire, Mount Holyoke, and Smith Colleges and the University of Massachusetts will be indicated on the diploma, the permanent record, and all transcripts, as well as on the commencement program.

The requirements for the degree are identical to those for the Ph.D. degree at the University of Massachusetts except for the statement relating to "residence." For the cooperative Ph.D. degree "residence" is defined as the institution where the dissertation is being done.

Students interested in this program should write to the Dean of the Graduate School at the University of Massachusetts. However, a student who wishes to work under the direction of a member of the Amherst Faculty must have the proposal approved by the Dean of the Faculty of Amherst College and by the Amherst Faculty Committee of Six.

IV

COURSES OF INSTRUCTION

Courses of Instruction

COURSES are open to all students, subject only to the restrictions specified in the individual descriptions. Courses listed as elective for a particular class may be elected by members of that class and higher classes. In general all courses numbered 1 to 9 are introductory language courses. Introductory courses in other areas are numbered 11 to 20, Senior Honors courses, usually open only to candidates for the degree with Honors, are numbered 77 and 78, and Special Topics courses are numbered 97 and 98. All courses, unless otherwise marked, are full courses. The course numbers of double courses and half courses are preceded by D or H. All odd-numbered courses are offered in the first semester, unless followed by the designation s, and all even-numbered courses are offered in the second semester unless followed by the designation f (with the exception of the Freshman courses below, which are listed sequentially).

SPECIAL TOPICS COURSES

Departments may offer a semester course known as Special Topics in which a student or a group of students study or read widely in a field of special interest. It is understood that this course will not duplicate any other course regularly offered in the curriculum and that the student will work in this course as independently as the director thinks possible.

Before the time of registration, the student who arranges to take a Special Topics course should consult the instructor in that particular field, who will direct the student's work; they will decide the title to be reported, the nature of the examination or term paper, and will discuss the preparation of a bibliography and a plan of coherent study. All students must obtain final approval of the Department before registration. Two Special Topics courses may not be taken concurrently except with the prior approval of the Dean of Students.

FRESHMAN COURSES: INTRODUCTION TO LIBERAL STUDIES

During 1979–80, forty-seven Faculty members in groups of two to six will teach fourteen Introduction to Liberal Studies courses. Every Freshman

must take one of these courses each semester. They are open only to Amherst College Freshmen.

1. The Challenging of a World View: Religious Symbolization and the Copernican Revolution. The course of study will examine the innovations of Copernicus, Galileo, and Kepler in planetary astronomy and the consequent transformation in Western culture of man's conception of the universe and of his own relation to it. The inquiry will begin with a study of Dante's *Divine Comedy* and of the liturgy and architecture of Chartres Cathedral as expressive of a theological, cosmological, and cultural system, proceed to an analysis of the scientific evidence for belief in a heliocentric system, and conclude with an examination of readings from writers, such as Spinoza and Pascal, who sought to respond to the ethical and religious consequences in the dissolution of the traditional cosmology.

The course will not be divided into sections. Both instructors will be present at all classes and will participate in discussion. Some of the course material will be presented in lecture form. Written work by the student will be frequent. The laboratory for the course will be the night-time sky, occasionally supplemented by the Planetarium. Two class meetings per week.

First semester. Professors Pemberton and M. Peterson.

2. Evolution and Intellectual Revolution. The course centers upon the Darwinian theory of evolution and upon Darwin's great book, *The Origin of Species*. In order to see the revolutionary importance of Darwinism, we will study Darwin's career, the scientific and non-scientific background of the theory, and the impact and influence of his book. We will examine the debate over Darwinism within the scientific community to show its immediate and long-range influence upon the sciences. We will trace the intellectual and spiritual reorientation that the theory produced in the controversy over its religious and philosophical implications, in the new attitudes appearing in literature and the arts, and in new forms of political and social theory such as social Darwinism. These subjects will allow us to address such general topics as the nature, the limits, and the tests of scientific theories, and the relationship between science and the society in which it exists.

The course will meet chiefly in seminars, with occasional lectures, films, and laboratory work. Two class meetings per week.

Second semester. Professors Babb, Halsted, Hawkins, Hexter and Silver.

3. Evaluating the Welfare State. In the past few decades the U.S. government has increasingly intervened in areas such as health care and welfare maintenance, which were formerly the domain of the family, community, and/or church. We shall begin the course by asking the following questions: How does one rationally delimit the realms of private and public responsibility? Are health care and welfare maintenance *rights* to be guar-

anteed by the State? What were the social, economic, and legal/political motivations for increased government involvement in these areas?

In the second part of the course we shall examine the evolution of health care and welfare maintenance policies. In an effort to understand how power is exercised in the formation of public policy we shall explore the ways in which various interest groups and institutions interacted to shape these policies.

Finally, we shall analyze the efficacy of these laws and government policies. To what extent have the original problems been alleviated? What new problems have arisen? Has government intervention led to a diminution of community responsibility and personal caring? Would society be "better off" in the absence of government intervention in these areas?

All teaching staff will be present for each class. Student participation will be emphasized along with readings and lectures. On several occasions, a debate format will be used, involving both students and teachers. Films may be used, such as those of Fred Wiseman ("Welfare," "Hospital," "Titticut Follies"), and field work will be encouraged; e.g., observation of public agencies, courts, legislative hearings. Written work will likely take the form of several position papers. Two class meetings per week.

First semester. Professors Kaufman and Meister.

4. In Search of a Land Ethic. This course will explore the relationship between Americans and their environment. We will begin by examining the historical traditions, cultural norms, and economic policies which have molded the relationship between Americans and their environment. We will then proceed to a consideration of the prospects for an ecologically responsible future. In this context, we will pay special attention to the complex interplay of ecological processes which operate in the natural world, and to the equally complex interplay of social, psychological and economic processes which relate American concepts of the nature of land and property to Americans' treatment of the natural world around them. Our goal is to construct one or more ecological ethics which define a healthy interaction between human beings and their environment, and to then consider how these ecological ethics may, or may not, conflict with other American values such as private property, the equitable distribution of wealth, and individual freedom. Throughout the course we will probe the utility of the environmental and social sciences for the definition and achievement of an ecological ethic.

The course will meet twice a week. Class meetings will include formal presentations, from both staff and students, discussion meetings with the entire group, and smaller seminar discussions with the group divided into sections. There will also be occasional field trips. Each student will have the opportunity to work in still smaller groups on a semester-long project.

Second semester. Professors Staelin and Weigel.

5. Light. Using the study of light as our example, we shall examine some of the ways in which we order and express our experience of the physical world, emphasizing the role of language in perceiving, understanding, and describing what we see. Beginning with familiar experiences with mirrors, lenses and prisms, as well as such natural phenomena as rainbows and sunsets, we shall ask students to write frequent brief papers in which they address such questions as "Can I say what I see?" "Is what I see conditioned by what I think I know?", and "What is the relation between what I see and the language I have at my disposal?"

Occasionally we shall ask students to compare their own observations with those described by such observers as Newton and Goethe, in order to examine the extent to which sight is aided, or hindered, by era, by genius, or by philosophical outlook. With the use of lasers we shall examine those phenomena which led scientists to describe light as a "wave." We shall then consider evidence indicating that light behaves, rather, as though it were a collection of "particles." But throughout the course of experiments and readings we shall be asking students constantly to write so that we can ask questions about the relation of observation to understanding: Is modern science different from the science of Newton? Have we moved beyond a time when simple observation can provide new understanding?

The course will normally meet in sections led by a scientist and a humanist, though there will be occasional lectures, films and demonstrations. In addition, the laboratory will be used as a place to study phenomena we shall later discuss, and students will also be provided with simple optical devices for their individual observation of the behavior of light in natural surroundings. Students will write at least one short paper a week, which will be discussed during the bi-weekly class meetings. No specialized training in the physical sciences or in mathematics will be assumed.

This course has as its purpose the introduction of the student to some of the fundamental activities we associate with individual learning in any discipline. Though the subject of light has great intrinsic interest and aesthetic appeal, we choose to study it as a way toward addressing questions and developing habits of mind that are important in other areas of study: What happens when one assumes a "fact"? What activity of perception and language is involved in developing a "concept"? How is it possible to entertain complementary explanations that seem to be contradictory but are equally necessary? We shall be assuming throughout the course that the useful consideration of such questions involves expressing one's thoughts and observations in interesting and meaningful language, in a style answerable to the complexity of the writer's perceptions. In addition, we hope that each student will experience the development of an important theory, and learn to question the methods and premises used in constructing a conceptual scheme as rich and refined as the modern theory of light.

First semester. Professors Cody, Craig, Gordon, Heath, Kropf and Towne.

6. Race and Sex. The categories of race and sex have served a variety of functions. People have been assigned positions in moral, political and social hierarchies on the basis of their race and/or sex. What kind of categories are these, and why have they been thought to be relevant to the determination of one's position in society? This course will examine from a number of perspectives (historical, philosophical, anthropological, sociobiological, political, and literary) how it is that race and sex have emerged as such important categories in our collective life, and why the categories have such a persistent hold on our imagination, how they are perpetuated, and what role they play in maintaining patterns of social organization and certain distributions of power.

We will begin by discussing the meaning of racial and sexual images. What arguments support the assumption that there are inherent differences between racial groups, and men and women, and that these distinctions matter in all other spheres of life? How have these arguments been used to justify colonialism, slavery, inequality of work, political and economic power, educational opportunities? What are the consequences of such collective beliefs and such a pattern of history for the self-images formed by both the dominated and the dominator?

We will end by considering how the two categories interact. What problems of conflicting loyalty do third-world women face, for example? Have liberation movements generated alternative definitions of these categories? What is the current prospect for an end to racism and sexism, and would this require the obliteration of all sexual and racial differences? Films and guest speakers will supplement the course.

This course will meet twice weekly, and will consist of lectures and section meetings. On most occasions groups will meet together with two instructors present, but there will also be small seminar meetings.

Second semester. Professors Bruss, Lewandowski, Pitkin and Spelman.

7. Persons and Human Nature. Our topic is persons. What are they? What distinguishes them from things and brutes? Do persons have a nature? Are there kinds of persons? Is there such a thing as human nature, and, if so, can it change?

Our own culture prizes the autonomous person, the person who is self-aware, self-possessed and self-directing. The idea of such a person is not an ancient one: its contemporary form first appeared only two hundred years ago, in the writings of Kant and Rousseau. The view tends to involve certain assumptions about persons and their capacities, concerning, for example, the acquisition of language, the conditions required for the development of certain sensibilities and awarenesses, the several causal and conceptual connections between selves and society, and the distinction between innate and acquired abilities.

Our course will survey the scientific and philosophical climate in which this conception of persons arose; identify some of the attitudes and beliefs

that were favorable to its emergence; trace, if only impressionistically, the early life and elaboration of the view, and notice some of the ways it influenced and was influenced by the thinking of the times in psychology, learning theory, history, and moral and political philosophy.

At the end of the Eighteenth Century, students of human nature were presented with a rare test case—a "wild child," a twelve or thirteen year old boy lacking any significant contact with other human beings, found in the Caune Woods in France. Armchair speculation about persons and their nature could now be subjected to scientific scrutiny. Our course begins with a careful study of the record kept by the chief investigator of the Wild Boy of Aveyron. We will want to consider: Why did our investigator ask the questions he did? What other questions might he have asked? What ethical issues are raised by the training the boy received? Does the distinction between training and education depend on a certain view about persons? Are there several ways to understand persons (e.g., scientific, literary, moral)? Is there a difference between understanding persons and explaining what persons do or are capable of doing? Are there some questions it would be wrong or dangerous to ask about persons? In what ways is the study of persons likely to be shaped by the kinds of persons undertaking the study and by the conception they themselves have of persons? What are some of the implications of these matters for understanding ourselves and the things that matter most to us?

The course will meet twice weekly, and will consist of a combination of lectures and section meetings. The section meetings will be organized in such a way as to insure that all students and faculty will have an opportunity to know and work with one another.

First semester. Professors Bezucha, George, Gewertz and Strong.

8. Myths and the Mythic: The Return of the Unforgotten. Human communities of different sizes and definitions tend to observe ritual moments for the re-telling or re-enacting of fundamental narratives. Why might this occur, and what are some of the major kinds of "stories" cultures tell themselves? How do these stories differ from literary, historical, or political narration? This course explores the structure and function of ancient myths and more recent "mythic" expressions which address comparable human anxieties. We shall study versions of encounters with the hidden self (the Dionysus theme in ancient and modern Eastern and Western literature, and in traditional festivals); records of heroic combat as expressed in ritual warfare, choreography, and games (comparing sacred contests to the modern Olympiad); influential ancestry tales about the creation of new societies (the Indian *Mahabharata*, the Roman *Aeneid*, and the Soviet cult of Lenin in epic verse and film). Finally, we shall inquire into the appeal and impact of such contemporary inventions as Kubrick's *2001* or Tolkien's *Ring*.

A leading concern of the course will be to investigate whether modern technological society is a post-mythic culture. How might inherited myths

cease to function mythologically? Can a modern story, song, film, or "happening" actually take on a "mythic" quality? Is the need for myth a human constant? What are the likely consequences of living with, and without, some viable mythology?

Course meetings will occur in both large and small groups. On most occasions, we will meet in several groups each with two instructors present. There will be opportunities for the entire class to share the experience of a performance, presentation, or film. Once in a while, it will be appropriate to meet in small seminars. The course is a colloquium of learners, exchanging knowledge, ideas, and questions in various groups and contexts.

Second semester. Professors Doran, Keyssar, D. Peterson and Reck.

9. Words and Music. The course begins with an assumption: in addition to their definitional meanings, how words sound—in their basic units and then sequentially in the rhythms of formal and informal speech—is indicative of one's inner life. We will take up, systematically, the following questions:

In lyric poems and stage plays what are the effects on thought and feeling of elements called "musical"? More particularly, how do the sounds of words in sentences, in stanzas, in dramatic dialogue enforce what is said? How are the feelings of a reader, a listener, qualified or deepened or lessened by how speech sounds? What happens when unsung words are set to music in opera and in songs? What inter-relationships exist between words and such musical elements as melody, harmony, rhythm, texture, and form?

The texts to which we will bring these questions will include certain of Shakespeare's poems; Shakespeare's *Othello;* Verdi's opera, *Otello;* poems by nineteenth-century writers, set to music by Schubert, Schumann, and others; and a selection of contemporary popular songs.

The course will meet in two eighty-minute classes per week. Ordinarily the course will meet as a whole on Tuesdays and in sections on Thursdays. Writing assignments will be frequent.

First semester. Professors Ansbacher, Sofield and White.

10. Perspectives on the Professions. At the heart of modern American life lie the relatively unexamined institutions of the professions. Within professional lives emerge most clearly the tensions between elitism and egalitarianism, the impulses toward social service and toward social control, the strains of career demands versus personal lives.

Part One of this course explores the current sense of crisis in the professions through recent articles, a Presidential address, and Scott Turow's *One L* (the dramatic account of an Amherst graduate's first year at Harvard Law School).

Part Two opens with an analysis of how early American professions differed from those of Europe and turns to such first-hand historical materials as John Adams' account of how he became a lawyer in pre-revolutionary

Boston, Joseph Baldwin's sketches of the frontier bar during *The Flush Times of Alabama and Mississippi*, and Elizabeth Blackwell's memoir on *Opening the Medical Profession to Women* in the 1850s. A biography of *William Welch and the Rise of Modern Medicine* demonstrates the new professionalism emerging in the late nineteenth century, and excerpts from *Simple Justice* show how Charles Houston (Amherst '15) trained a cadre of other black lawyers to break down the legal pillars of racial segregation over three decades in the twentieth century. Readings from Bledstein's *The Culture of Professionalism* and from Max Weber's *The Protestant Ethic and the Spirit of Capitalism* raise questions about the larger historical perspectives from which to understand the emergence of present professional attitudes.

Part Three examines modern professional lives through James Gould Cozzens's novel, *The Just and the Unjust*, and through sociological analyses of law, medicine, and the clergy. A cross-cultural perspective will look also at contemporary professions in the Soviet Union.

Part Four raises some of the dilemmas of professional ethics as seen by philosophers and draws upon case studies concerning "the right to die." It concludes with a brief book of essays by historians, a psychiatrist, and a lawyer on *Doing Good: The Limits of Benevolence*.

Part Five ends with some consideration by psychologists of how professions interact with the life cycle of both men and women. It raises questions about how professional lives and family needs may produce alterations in traditional roles.

Most of the course meetings will be in seminars, but these will be interspersed with lectures, panel discussions, films, and possibly some outside speakers when all three seminars will meet together.

Second semester. Professors Greene, J. Taubman and Yost.

11. The Critical Mind. The course will be an exploration of the nature of criticism through the study of critics chosen from a variety of areas, e.g., literature, art, photography, film, music, philosophy, religion, science, politics and society. Some drama and fiction with a critical intent will also be studied. Questions to be addressed, obliquely or directly, will include the following: What is it to be in a position to criticize? What is responsible criticism? Are critical judgments irremediably "subjective"?

Both instructors will be present at all classes and will participate in discussion. There will be two class meetings per week and frequent written exercises.

First semester. Professors Kennick and Margolis.

11s. The Critical Mind. Same description as ILS11. Students who took ILS 11 may not take ILS 11s.

Second semester. Professors Kennick and Upton.

12. Order: Proportion and Perception. This course will examine the relationships among a scientist's, a mathematician's, and an artist's percep-

tions of nature. The basic concept of proportion will be examined closely. This factor supplies the underpinnings for the issue of "natural order" that the three disciplines address. We will investigate where these interests overlap and where they contrast. We will examine the compelling questions aroused by a view of external structures in nature which seem to reflect or obscure some internal process.

We will examine a revolution in the earth sciences, looking at how proportional measurements have altered our perceptions of the earth. We will examine issues of two dimensional and three dimensional composition of works of art, and question how these affect our individual sensibilities and in turn reflect the artist's perceptions of his relationship with nature. In the process, we will begin to understand how the mathematician's discipline is intimately involved with our drive to perceive and either discover or invent order in nature.

The course will meet in lecture, laboratory and discussion sessions with small groups.

Second semester. Professors Cheney, Kidwell and Sweeney.

13. The Sense of Tragedy. This course engages some large questions that we are all fated to encounter. As one writer of our time has put it: "To reflect upon life—life in relation to death—is perhaps no more than to intensify one's questioning." We will be dealing with man's endlessly open questions about mortality and with man's perseverance in facing up to overwhelming force. There are great works available for our discussion: the confrontation of man and the human condition has inspired what must count among his major literary creations and his most enduring. We will explore a number of manifestations of the tragic sense as it has preoccupied the Western World since the Greeks.

We propose as a starting point for our inquiry into the tragic sense the classical definition to be found in Aristotle's *Poetics* together with a group of readings in classical representations of tragedy: Sophocles, *Oedipus Rex, Antigone;* Euripides, *Hippolytus, The Bacchae.*

The aim of the course is not the study of a particular genre, but a search for the answers offered by certain works separated in time and space to the questions raised initially by the Greeks on the nature of tragedy. Are perceptions of tragedy shaped by historical situation, by varieties of western religious experience? Are there constants? Is there evolution from a single concept? Is there a series of metamorphoses? In addition to the *Poetics,* we expect to read at least one major theoretical statement: Nietzsche, *The Birth of Tragedy* and as exemplary works, say, de Rojas, *La Celestina;* Shakespeare, *King Lear;* Pascal, *Pensées;* Racine, *Phèdre;* Flaubert, *Madame Bovary;* Dostoevsky, *The Brothers Karamazov;* Chekhov, *A Dreary Story;* Malraux, *Anti-Memoirs.* Films by Fritz Lang, *The Big Heat;* and John Ford, *The Searchers* and *The Informer.*

Lectures of introduction, background and speculation will be presented

in a lecture-panel format engaging all of the teachers before the entire class; students will be expected to assist in organizing discussions in seminar sections. We will call on various media to contribute to our development of the tragic sense: movies, play-readings, at least one marionette production of a Greek tragedy. We will utilize theatrical presentations as they can be brought to us or as we can go to them.

First semester. Professors Carre, Griffiths, P. Hunt and Maraniss.

AMERICAN STUDIES

Professors Aitken, Dizard (Chairman), Greene, Guttmann, Hawkins and Levin; Associate Professors O'Connell* and Wills; Assistant Professors Gross* and Wexler†; Visiting Instructor von Schmidt.

A student who chooses to concentrate in American Studies makes a commitment to study American culture and society from as many perspectives as possible. Institutions, ideas, artifacts, literature, politics, ethnic and racial groups, everyday life and the relationship among these will be among the subjects of study. The student should finish a course of study with an awareness of a personal and historical connection to those peoples and forces which constitute American culture and society. No single discipline can comprehend the subject. Work in European, American and Afro-American history, in social theory and sociology, philosophy and religion, political institutions and theory, economics, in literature, music, art, and architecture are possible approaches to the subject. Each student, on the basis of personal and intellectual interests, will define a coherent program of study drawing on at least some of these disciplines.

Major Program. The Department of American Studies assists the student through the following requirements and advising program:

Requirements: A student concentrating in American Studies will take both terms of American Studies 11 and 12—the introductory course—usually by the end of the Sophomore year; American Studies 68, the Junior seminar; and in the Senior year, American Studies 77 and 78 as a part of the work in writing an interdisciplinary essay on an aspect of American experience. With the approval of the Department, American Studies 78 may become a double course.

The student will also take six courses about American culture and society selected from various disciplines. The course program should normally emphasize the study of history and literature (two courses in each field). The two remaining courses should be selected from another discipline or from

*On leave 1979–80.
†On leave first semester 1979–80.

two related disciplines. One might, for instance, take two courses in economics or one each in American music and art, or one each in political and social theory. Each student may, however, with the approval of the Department, work out any combination of six courses about America which constitute a coherent course of study.

Each student will submit an interdisciplinary essay to the Department near the end of the second semester of the Senior year and meet with the advisor and two readers to discuss it. The quality of the essay will be an important factor in degree recommendations.

Advising: Because each student develops an individual program of study in American Studies, it will be necessary to consult regularly with a departmental advisor. The purpose of this advising relationship is the creation of a context where a greater consciousness and definition of the student's educational interests and goals may be achieved.

Honors Program. All students majoring in American Studies must complete the requirements outlined above. Honors recommendations will be made on the basis of the quality of the Senior essay in light of the student's entire academic record.

Evaluation. There is no single moment of comprehensive evaluation in the American Studies major. The Department believes that a student's fulfillment of the American Studies course requirements, combined with a cumulative student-advisor relationship culminating in a Senior essay, provides for a range of performance in the field of American Studies sufficiently sustained to enable the Department to evaluate each student's achievement in the field.

11. American Studies. Crises of the 1890s. A study of the United States in the 1890s, concentrating on developments which contemporaries considered as crises: industrial concentration, urbanization, immigration, labor protest, economic depression, racist segregation, the decline of community, Populism, war and imperialism. Several topics will use Chicago as a setting. The course includes two novels: E.W. Howe's *The Story of a Country Town* and Theodore Dreiser's *Sister Carrie*.

First semester. The Department. Because the course topic changes annually, students may elect American Studies 11 twice for credit.

12. American Studies. The Family: Private Life and Public Policy. The family has undergone considerable change in the course of American history. These changes have often been, or have given rise to, important features of public debate and public policy. In this course we will examine the interconnections between the private world of the family and the public world of politics and policy, in order to understand more fully the complexities of current public debate over ERA, abortion, divorce, and the changing roles of men and women. Materials will include fiction, diaries, autobiography;

historical, sociological and psychological writings; and probably some films.

Second semester. The Department. Because the course topic changes annually, students may elect American Studies 12 twice for credit.

Twentieth Century America. See History 56f.
First semester. Professor Hawkins.

Seminar in Southern History. See History 57s.
Second semester. Omitted 1979–80. Professor Hawkins.

The Progressive Generation. See History 58f.
First semester. Professor Greene.

Nineteenth Century America: The Emergence of a Modern Society. See History 59.
First semester. Omitted 1979–80. Professor Gross.

Nineteenth Century America: The Response to Industrialism. See History 60f.
First semester. Omitted 1979–80. Professor Gross.

American Diplomatic History I. See History 61s.
Second semester. Professor Levin.

American Diplomatic History II. See History 62f.
First semester. Omitted 1979–80. Professor Levin.

American Diplomatic History III. See History 64.
Second semester. Omitted 1979–80. Professor Levin.

American Intellectual History: Rewriting the Constitution. See History 63.
Limited to eighteen students with preference to Seniors. Admission with consent of the instructor. First semester. Professor Commager.

Community and Individualism in Early America. See History 65.
First semester. Omitted 1979–80. Professor Greene.

Seminar in American Educational History. See History 66.
Second semester. Omitted 1979–80. Professor Hawkins.

Seminar in American Intellectual History: The Bill of Rights. See History 68f.
Elective for Freshmen and Sophomores with consent of the instructor. First semester. Professor Commager.

Seminar in Recent American History. See History 89.
First semester. Omitted 1979–80. Professor Hawkins.

Jewish Writers in America. See English 66f.
Elective for Sophomores. Limited to twenty students. First semester. Professor Guttmann.

The Emergence of an American Literature. See English 67.
Elective for Sophomores. First semester. Professor Guttmann.

American Literature After the Civil War. See English 68.
Elective for Sophomores. Second semester. Professor Wexler.

American Culture in Depression and War. See English 69.
Elective for Sophomores. First semester. Omitted 1979–80. Professor O'Connell.

Readings in American Literature. See English 70f.
Requisite: a prior course on American literature. Elective for Juniors. Enrollment with consent of the instructor. First semester. Professor Peterson.

Photography and Literature. See English 74.
Elective for Sophomores with consent of the instructor. Second semester. Professor Wexler.

Issues in Black Studies. See Black Studies 11.
First semester. To be taught (Introduction to Afro-American Studies 101) at the University of Massachusetts.

Images of Black Women. See Black Studies 40.
Second semester. Professor Rushing.

Social Stratification of the Black Community. See Black Studies 43.
First semester. The Department.

The Black Family in the United States. See Black Studies 48.
Second semester. The Department.

American Drama. See Dramatic Arts 28f.
First semester. Professor Keyssar.

The American Economy. See Economics 24.
Requisite: Economics 11. Second semester. Professor Nelson.

The Regulated American Economy: Public Policy, Pricing, and Corporate Finance. See Economics 25.
Requisite: Economics 14 or 24. First semester. Professor Nelson.

American Economic History. See Economics 28.
Requisite: Economics 11. Second semester. Professor Aitken.

Topics in Philosophy. See Philosophy 21s. The topic will be: Moral Problems in Medicine and Medical Research.
Requisite: Consent of the instructor. Elective for Sophomores. Limited to thirty students. Second semester. Omitted 1979–80. Professor Kearns.

Seminar in Philosophy. See Philosophy 61. The topic for 1979–80 will be: Pragmatism: Selections from the works of Peirce, James and Dewey.
First semester. Professor Epstein.

American Government. See Political Science 21.
First semester. Professor Sarat.

Law, Politics and Society. See Political Science 22.
Second semester. Professor Sarat.

Political Obligations. See Political Science 23.
First semester. Professor Arkes.

Politics and Parties. See Political Science 31.
Elective for Sophomores. First semester. Omitted 1979–80. Professor Arkes.

Urban Politics and Policy. See Political Science 32f.
First semester. Professor Foglesong.

The American Constitution. See Political Science 41s.
Second semester. Professor Arkes.

Understanding Public Policy. See Political Science 44.
Elective for Sophomores. Second semester. Professor Foglesong.

American Political Thought. See Political Science 48.
Second semester. Professor Kateb.

The Courts, the Constitution and the Limits of Law. See Political Science 50.
Admission with consent of the instructor. Second semester. Professor Sarat.

Seminar in Constitutional Law. See Political Science 51.
Requisite: Political Science 41s or 22 and Political Science 23 or 28 or 49. Class size limited. Admission with consent of the instructor. First semester. Professor Arkes.

American Religious History I. See Religion 33.
First semester. Professor Wills.

American Religious History II. See Religion 34.
Second semester. Omitted 1979–80. Professor Wills.

American Social Structure. See Sociology 12.
Second semester. Professor Dizard.

Sport and Society. See Sociology 22.
Second semester. Professor Guttmann.

The Sociology of Professions. See Sociology 32f.
Requisite: Sociology 11 or 12, or consent of the instructor. Elective for Juniors and Seniors. First semester. Omitted 1979–80. Professor Dizard.

68. Seminar in American Civilization. An interdisciplinary investigation of selected aspects of American civilization.

Required of all Junior majors in American Studies. One two-hour seminar weekly. Second semester. Professor Levin.

77. Senior Tutorial Course. The preparation of a Senior essay that develops a form of interdisciplinary inquiry in American civilization which has been approved by the Department.

Required of all Senior majors. First semester.

78. Senior Tutorial Course. The preparation of a Senior essay that develops a form of interdisciplinary inquiry in American civilization which has been approved by the Department.

Required of all Senior majors. Second semester.

97. Special Topics. Independent Reading Course.
First semester.

98. Special Topics. Independent Reading Course.
Second semester.

ANTHROPOLOGY AND SOCIOLOGY

Professors Birnbaum*, Dizard and Pitkin; Associate Professor Babb (Chairman); Assistant Professors Gewertz and Meister.

The Anthropology and Sociology program is designed to complement the work of the other disciplines in the social sciences by bringing to bear the specific resources of each upon the understanding of man and woman in society and culture. Emphasis is placed upon traditional as well as upon modern societies and upon people in the past as well as in the present.

Major Program: Students majoring in the department will be able to emphasize either an Anthropology or Sociology curriculum. In the first instance students will normally take (although not necessarily in this order) Sociology 11 or 12, or Sociology 25, Anthropology 11, 12 and Anthropology 23, and four additional courses approved by the Department. Candidates for degrees with Honors will include Anthropology 77, 78.

Those who pursue a Sociology curriculum will normally take Anthropology 11 or 12, or Anthropology 23, Sociology 11, 12 and Sociology 25, and

*On leave 1979–80.

four additional courses approved by the Department. Candidates for degrees with Honors will include, as Seniors, Sociology 77, 78.

The departmental comprehensive examination will consist of an oral or written critique of a specific book of current interest in anthropology and sociology. Each year's book will be designated at the beginning of the fall semester.

Interdepartmental majors in combination with a number of other fields may be arranged for Honors candidates.

Anthropology

11. The Evolution of Culture. An analysis of culture in evolutionary perspective regarding it as the distinctive adaptive mode of humanity. The primary emphasis will be on the relations between biological, psychological, social and cultural factors in human life, drawing on the materials of primatology, paleontology, archeology and the prehistoric record.

First semester. Professor Gewertz.

12. Social Anthropology. An examination of theory and method in social anthropology as applied in the analysis of specific societies. The course will focus on case studies of societies from different ethnographic areas.

Second semester. Professor Babb.

Colloquium: Concepts of the "Normal" and the "Deviant." See Colloquium 21.

First semester. Professors Pitkin and Spelman.

21. Indian Civilization I: Traditional India. (This course is offered as History 41s in alternate years.) A general survey of South Asian civilization. The course will deal with the origins of Indian society, the development of the Hindu tradition, the major heterodoxies, and the coming of Islam to the subcontinent. The course will also examine village life, the traditional family, and the principles of caste. Special attention will be given to folk religion. (See also History 42, Indian Civilization II: Contemporary India.)

First semester. Professor Babb.

23s. History of Anthropological Thought. An examination of the development of the anthropological tradition from the late nineteenth century to the present. Readings will be drawn from the works of key figures in the development of American, British and French anthropology.

Elective for Sophomores. Second semester. Professor Gewertz.

26f. Peasant Society and Culture. This course has as its concern the concept of peasant as cultural domain and social class. Peasant life will be

examined as a source of both conservatism and change. Special emphasis for this year will be on Southern Italy.

Elective for Sophomores with consent of the instructor. First semester. Professor Pitkin.

27. Anthropological Approaches to the Study of War. An examination of theoretical and methodological issues concerning the causes of war. Primary emphasis will be on explaining war in non-Western societies, but attention will be paid to models of general applicability. Topics will include the psychological and biological bases of war, as well as economic, ecological and socio-cultural determinants.

Elective for Sophomores with consent of the instructor. First semester. Omitted 1979–80. Professor Gewertz.

28. Literature and Society. An exploration of the extent to which the anthropologist and the novelist share a common cultural heritage. Both can be seen as cultural creations employing different interpretive modes for the understanding of reality. Attention will be paid to the uniqueness of literary and anthropological discourse on one hand and the range of their convergence in style, idiom and humanistic concerns on the other. Authors will include Daniel Defoe, Mark Twain, Bronislaw Malinowski, Joseph Conrad, Oliver LaFarge and Chinua Achebe.

Elective for Sophomores with consent of the instructor. Second semester. Omitted 1979–80. Professor Pitkin.

31. Anthropological Approaches to the Study of Religion. An examination of anthropological theory and method relating to the analysis of systems of religious belief and practice.

Elective for Sophomores. First semester. Professor Babb.

34. Economic Anthropology. An examination of the economic systems of non-industrial societies. Emphasis will be placed upon determining the variables significant for studying and distinguishing between different economies. Economic activities will be placed within their environmental and social contexts in order to discover how changes in economic systems come about.

Elective for Sophomores with consent of the instructor. Second semester. Omitted 1979–80. Professor Gewertz.

36. Culture and Personality. An examination of theoretical and methodological issues concerning the relationship between models of mental structure, consciousness and social structure. Primary emphasis will be on the theories of Freud, Marx, and Lévi-Strauss. One two-hour seminar per week.

Elective for Juniors with consent of the instructor. Second semester. Professor Pitkin.

38. Egalitarian Societies. Through an examination of the political, economic and symbolic processes which constitute egalitarian societies, this course will focus upon the problem of maintaining social equality. Topics will include the significance of dominance hierarchies in primate groups, the inequality of women cross-culturally, the emergence of leaders in ostensibly equal societies and "keeping up with the Joneses" as a dominant mode of egalitarian interaction. Readings will be primarily ethnographic, ranging from descriptions and analyses of the bands and tribes of Africa, South America and Melanesia to the utopian communities in America during the eighteenth, nineteenth and twentieth centuries.
Elective for Sophomores. Second semester. Professor Gewertz.

77, 78. Honors Course.
First and second semesters. The Department.

97, H97. Special Topics. Independent Reading Courses. Full or half course.
First semester. The Department.

98, H98. Special Topics. Independent Reading Courses. Full or half course.
Second semester. The Department.

Introduction to Asian Civilization. See Asian Studies 11.
First semester. Professor Tyler and members of the Committee.

Sociobiology. See Biology 14.
Second semester. Professor Zimmerman.

Religion and Art in Africa. See Religion 25.
First semester. Professor Pemberton.

Sociology

11. Introduction to Sociology. Sociology is, in large part, an attempt to elucidate systematically the underlying structures and dynamics of modernity. From our sociological forebears, Tocqueville, Marx, Durkheim, Weber, and others, we have inherited an enduring interest in the forms and processes of modern life and in the contradictions which we individually and collectively are compelled to live out. Thus, some of the major concerns of sociology include the rise of capitalism and its contemporary manifestations, the development of social classes and class consciousness, industrialization and technological rationality, bureaucratic forms of social organization, mass democracy and mass culture, individualism and the nature of the self, and social change and revolution. The course will focus on a number of these issues, using as resources both "classical" sociological theory and contemporary studies. At the same time, the nature of social theory and the problems of empirical research will be taken as issues rather than

assumed as givens. Sociology itself will be approached as one aspect of modernity.

First semester. Professor Meister.

12. American Social Structure. Like any urban, highly industrial society, American society defies simple characterization. Embracing vast heterogeneities, there is still consensus; committed to equality, there is quite extreme inequality; democratic and yet containing powerful institutions not run by democratic procedure. In this course we will see if an analysis of social structure, understood as the dominant institutions and the distribution of life chances they sustain, can uncover continuities and order beneath the bewildering rush of events and change. Detailed attention shall be paid to the changing character of enterprise and concomitant changes in the nature and meaning of work; to the changing relationship between business and government; and to the changing relationship between public and private life. Throughout, we shall be attentive to the ways class and power distributions give meaning to each of these changes. We shall endeavor to discover the broad forces that shape the kinds of persons we become and kinds of history we make.

Second semester. Professor Dizard.

17. The Family. The intent of this course is to assess the sources and implication of changes in family structure. We shall focus largely on contemporary family relationships in America, but we will necessarily have to examine family forms different from ours, particularly those that are our historical antecedents. From an historical/cross-cultural vantage point, we will be better able to understand shifting attitudes toward the family as well as the ways the family broadly shapes character and becomes an important aspect of social dynamics.

First semester. Professor Dizard.

18. Deviance and Social Control. This course will introduce students to the sociological study of phenomena considered deviant in this society: delinquency, crime, mental illness, homosexuality, drug addiction, and prostitution are some examples. We shall examine the proposition that deviance is a matter of socially generated categories rather than an intrinsic property of any behavior, and the implications of this perspective for the control of deviance and for the social functions of deviant behavior and deviant groups. Readings and discussion will focus on the nature of deviant phenomena, casual and labelling theories, processes of becoming deviant, the natural settings of deviant behavior, and the nature of the societal response to deviance.

Second semester. Omitted 1979–80. Professor Meister.

Colloquium: Concepts of the "Normal" and the "Deviant." See Colloquium 21.

First semester. Professors Pitkin and Spelman.

22. Sport and Society. A cross-cultural study of sport in its social context. Topics will include the philosophy of play, games, contests, and sport; the evolution of modern sport in industrial society; Marxist and Neo-Marxist interpretations of sport; economic, legal, racial and sexual aspects of sport; national character and sport; social mobility and sport; sport in literature and film. Three meetings a week.

Second semester. Professor Guttmann.

25. Modern Social Thought. This course explores the work of many of the major sociological theorists. We shall proceed by taking some representative contemporary theorizing and work our way back through the theoretical traditions that have shaped contemporary reflection. Among the theorists we shall examine are Marx, Weber, Durkheim, Freud, Parsons and Habermas. The course will meet one day a week in lecture and one day a week in discussion sections.

Requisites: Sociology 11 or 12, Anthropology 23, or consent of the instructor. First semester. Professor Dizard.

29. The Origins of Marxism. The founders of Marxism—with entire accuracy—situated themselves in the great tradition of European thought. This course examines the cultural and intellectual influences upon them, in the setting of a Europe struggling with the aftermath of the French Revolution and the development of industry. The readings include: Rousseau and the Encyclopedists, Helvetius, Condorcet, Saint-Simon, Smith, Ricardo, Owen, Malthus, Schiller, Fichte, Hegel, Bauer, Strauss, Feuerbach, von Stein, Heine. It is intended not only as an introduction to the work of Marx and Engels, but as an historical study in the problem of intellectual innovation, with implications for our own situation.

First semester. Omitted 1979–80. Professor Birnbaum.

30f. Social Change. Much change, to paraphrase Marx, goes on behind people's backs. The purpose of this seminar is to explore several theoretic frameworks, classical and contemporary, that help us see what is going on "behind our backs." The early meetings of the seminar will be devoted to developing an understanding of the most prominent theories, principally those of Marx and Parsons and their respective followers, in order that we might then proceed to our own analyses of selected instances of change or aborted change. The range of topics we will explore will include revolution, reform, modernization, social movements, and social decay. Readings will include monographic studies as well as theoretical texts. Students will be expected to prepare seminar presentations as their work progresses through the semester. One two-hour seminar per week.

Elective for Juniors and Seniors with consent of the instructor. First semester. Omitted 1979–80. Professor Dizard.

31s. Marxism. A study of the development of the thought of Marx and Engels, concentrating on the philosophical bases of their political economy.

Some attention will be given, of course, to their political activity. The course on The Origins of Marxism is not a prerequisite, but students beginning their study of Marxism are advised to do some background reading before the term.

Second semester. Omitted 1979–80. Professor Birnbaum.

32f. The Sociology of Professions. What distinguishes the professions from other careers? How do professions emerge and become institutionalized? After treating broad questions such as these, we will focus on selected professions, especially medicine and law, in order to examine in detail the dynamics of professional training, the relationships between professionals and those they serve, the development of professional ideologies, and related themes. We shall also explore the bases of recurrent suspicion of and hostility toward experts and professionals. Finally, we will examine professionals in light of "new working class" theory.

Requisite: Sociology 11 or 12, or consent of the instructor. Elective for Juniors and Seniors. First semester. Omitted 1979–80. Professor Dizard.

34. Character and Social Structure. This course will examine the relationship between presumed polarities: individual and society, self and other, inner and outer, private and public. We shall begin with the perspective that the "self" is a social creation, defined for us rather than by us, and we will then explore the implications of this approach to social psychology. How do we become selves or persons with stable identities? What is the role of other persons, situations, and institutions in the shaping of personal identity? In what ways is the self continuously reconstituted and affirmed through social interaction? How can one's identity be discredited, denied, or significantly changed? And finally, in what sense can we describe character structure as a reflection of social structure?

Elective for Juniors and Seniors with consent of the instructor. Second semester. Professor Meister.

41. The Sociology of Culture. An inquiry into the social context and organization of culture. This version of the course concentrates on the development of a structuralist theory of cultural discourse in the humanities and social sciences. Among the areas to be considered are anthropology, history, psychology and psychoanalysis, history and philosophy of science, sociology. Among the authors to be read are Braudel, De Saussure, Foucault, Geertz, Hartmann, Kuhn, Levi-Strauss, Merleau-Ponty, Merton, Piaget, Ricoeur.

First semester. Omitted 1979–80. Professor Birnbaum.

45s. Issues in the Sociology of Mental Illness. "What is madness? What is sanity?" are the kind of questions that seem to elicit divergent and contradictory answers, from Kurt Vonnegut's "bad chemicals" to Thomas Szasz's "Problems in living." This course will take the questions themselves as the fundamental problem and will compare two very different ways of inter-

preting them: the medical-psychiatric model and the sociological-deviance model. The experience of being mad will be conveyed by reading first-person accounts, raising the question of meaning in madness. Other issues to be considered include labelling theory, stigmatization, the sick role, treatment, and institutionalization.

Elective for Juniors and Seniors. Second semester. Professor Meister.

47. The Institutions of Knowledge. An inquiry into the institutions through which societies have controlled, produced and transmitted knowledge: academics, intellectual markets, professions, research centers and universities. Most of the reading will concentrate on the historical development of the present conflict between liberal and technocratic conceptions of knowledge in the western industrial societies. We will examine the ancient distinction between sacred and profane knowledge, and proceed to an analysis of the politics of knowledge. Some attention will be given to problems of the control of science and technology. Two meetings per week.

First semester. Omitted 1979–80. Professor Birnbaum.

Max Weber. See Luce Seminar 1.

First semester. Professors Little, Strong and Wills.

77, 78. Honors Course.

First and second semesters. The Department.

97, H97, 98, H98. Special Topics. Independent reading courses. Full or half course.

First and second semesters. The Department.

ASIAN STUDIES

Advisory Committee: Professor Moore; Associate Professors Babb, Reck and Thurman*; Assistant Professors Hartford‡, Lewandowski, and Staelin; Visiting Assistant Professors Takeuchi and Tyler (Chairman); Instructor Hirota.

The Asian Studies major is designed to give the student a framework within which to formulate an interdisciplinary program focusing on Asian civilization and culture. Majors will be expected to integrate perspectives offered by the social sciences and humanities in a program of study which emphasizes some major dimension of the experience of Asian peoples.

Major Program. Majors will be required to take Asian Studies 11. In consultation with his or her advisory panel (normally consisting of three members

*On leave 1979–80.
‡On leave second semester 1979–80.

of the advisory committee) each major will also design an integrated program of study which includes at least eight additional courses on Asia. Each student's program will be interdisciplinary, and will emphasize East or South Asia, but will not exclude either. The program will be designed to focus on some major area of inquiry in Asian Studies. Seniors must display a comprehensive knowledge of Asia to be assessed in an oral examination. This examination will take into account the nature of each student's individual program of study. In addition, as one of the required eight courses, every student majoring in the program will be expected to undertake a project of independent work in Asian Studies 77. Candidates for Honors will be expected to continue independent work in Asian Studies 78, and to make a presentation (usually oral) to students and faculty on some topic emerging from his or her program of study. Recommendations for Honors will be based on the panel's evaluation of the quality of the independent project which will normally be a thesis.

Majors will be strongly encouraged to attain facility in an Asian language. Introductory and intermediate Japanese are offered at Amherst College. Chinese language courses are offered at Smith College, and the University of Massachusetts offers Chinese, Japanese and Sanskrit. Opportunities for intensive summer language study are also available at other institutions.

Students in Asian Studies will be encouraged to spend at least one semester of their Junior year pursuing an approved course of study in one Asian country. Students interested in Japan have the opportunity to enter the Associated Kyoto Program, which is sponsored by Amherst and other colleges, and study Japanese language and related courses at Doshisha University while living with Japanese families in Kyoto. Similar arrangements can also be made for students who wish to study in Taiwan or India.

1. Elementary Japanese, Part I. The course will teach basic patterns and pronunciation of modern colloquial Japanese. Attention will be given to developing skills of listening, speaking, reading, and writing. The frequent use of audio-visual materials will aid students in learning the language in a socio-cultural context. Four class meetings per week.

First semester. Professor Hirota.

2. Elementary Japanese: Part II. A continuation of Asian Studies 1. The course will emphasize mastery of patterns used in daily conversation, written materials to develop command of *kana* (phonetic script) and about 200 *kanji*, and to deepen understanding of the socio-cultural background of modern Japanese. Four class meetings per week.

Requisite: Asian Studies 1 or equivalent. Second semester. Professor Hirota.

3. Intermediate Japanese, Part I. Oral practice, grammar, and composition exercises are stressed to increase comprehension. A student at this level

will become able to handle most everyday situations in which he might find himself in Japan. The *Kyoiku-kanji* (881 Essential Characters) will be introduced to increase reading ability and the students will start reading excerpts from simple contemporary writings. Four class meetings per week.

Requisite: Asian Studies 2 or equivalent. First semester. Professor Hirota.

4. Intermediate Japanese, Part II. Through the reading of modern essays, poems and short stories, and the introduction of the *Toyo-kanji* (1850 characters in common use), the course aims to prepare students to become able to read newspapers and other contemporary materials. Development of conversational skills will continue to be emphasized, and the class will be conducted mostly in Japanese.

Requisite: Asian Studies 3 or equivalent. Second semester. Professor Hirota.

11. Introduction to Asian Civilization. The course introduces students to aesthetic, religious, political and social patterns and ideas distinctive to Asia. Starting from Harappa in South Asia and the Shang in East Asia and tracing the role of invasion and expansion in the formation of the classical cultures, the course proceeds to an examination of the "enlightenments" accomplished by Buddha and Confucius in the mid-first millennium B.C., followed by careful observation of their impact on the intellectual currents, aesthetic forms, and political events leading up to the great universal empires of Maurya and Han. In the next phase, it focuses on the process of inter-relationship between India and China as Mahayana Buddhism was transmitted throughout both cultures, culminating in the Pala and the T'ang. We will then study the spread of civilization to Central Asia and Japan, seeking some insight into the special geniuses of these cultures. Finally, an attempt will be made to cover the opening of Asia to the West and the process of modernization and cultural cross-fertilization set in motion by the encounter between East and West.

First semester. Professor Tyler and members of the Committee.

13. Japanese Literature and Culture. This course introduces contemporary Japanese fiction in English translation in an effort to understand the social changes that have taken place in Japan in the last three decades. It examines the writing of Dazai and Ishikawa, the "libertine" writers of the immediate postwar era, the existential writers of the 1950s and the "internationalists" of the '60s. Special attention will be given to the works of Mishima, Oe and Abe. Knowledge of Japanese not required. Three hours of classwork per week.

First semester. Omitted 1979–80. Professor Tyler.

14. Japanese Theater and Film. An examination of the history of Japan's dramatic arts commencing with the *Noh, Bunraku,* and *Kabuki* theatrical forms. The primary attention will be on the development of the "New The-

ater" (*shingeki*) in the twentieth century and the motion picture. Examination of the works of contemporary playwrights, Abe Kobo and Terayama Shuji, and of the leading film directors, Ozu, Shinoda, Kurosawa and Nagisa. One three-hour meeting each week.

Second semester. Omitted 1979–80. Professor Tyler.

16f. Modern Japanese Literature. After a brief review of Japan's classical literary tradition, the course will focus upon the development of the modern novel in Japan from the beginning of the Meiji Restoration (1868) through World War II. Lectures will cover the pioneering efforts of Tsubouchi Shoyo and the rise of the naturalistic, White Birch and Aesthetic schools of writing. Special consideration will be given to the impact of Western thought and literature upon a major Asian literary tradition and the emergent role of the writer as an intellectual figure called upon to address the needs and frustrations of a society caught in rapid modernization. Authors to be read and discussed in English translation are Futabatei Shimei, Mori Ogai, Natsume Soseki, Shimazaki Toson, Tanizaki Jun'ichiro and Kawabata Yasunari. Three hours of classwork per week.

First semester. Professor Tyler.

17s. Classical Japanese Literature. An inquiry into the classical literature of Japan from the age of the Manyo Poets (500–800 A.D.) to the end of the Edo period (1603–1867). Among selections from mythology, poetry and prose to be read and discussed in translation are the *Manyoshu*, Murasaki Shikibu's *Tale of Genji*, Sei Shonagon's *Pillow Book*, *Tale of the Heike*, Yoshida Kenko's *Essays in Idleness*, Ihara Saikaku's *Life of an Amorous Woman* and the *haiku* of Basho, Buson and Issa. Three hours of classwork per week.

Second semester. Professor Tyler.

18. Aesthetics of Japan. This course is an inquiry into the aesthetic values upon which Japanese culture has placed great emphasis. It examines the aesthetics of *aware* and *miyabi* of the Heian Court, the *shibui*, *sabi*, and *wabi*, of the Zen masters and haiku poets, the *iki* of Edo demimonde, and the *kakko ii* of contemporary cartoon artists. It also examines the critical writings of Tsurayuki, Motoori Norinaga, Kuki Shuzo, etc. Three hours per week.

Second semester. Professor Tyler.

19. East and West. An examination of the thesis that the emergence of a "world community" in the twentieth century requires adjustments and accommodations between East and West on such fundamental matters as concepts of the individual, forms of government, education, cultural identity and personal values. We will explore the extent and possibility of such adjustments by studying the lives of Americans and Asians who have worked to achieve greater understanding between East and West in such fields as politics, religion, education, art and literature. What are the major cultural sources of conflict between East and West in the modern period?

Do Asians and Americans share any basic purposes and values which might form the foundations of a "world community"? Attention will center on the lives and works of nineteenth and twentieth century Americans, Chinese and Japanese. Two class meetings a week.
First semester. Professor Moore and members of the Commitee.

Economic Development. See Economics 36f.
First semester. Professor Staelin.

Indian Civilization I: Traditional India. See Anthropology 21.
First semester. Professor Babb.

Indian Civilization II: Contemporary India. See History 42.
Second semester. Professor Lewandowski.

Modern East Asia and the West. See History 45.
First semester. Omitted 1979–80. Professor Moore.

Japanese Civilization and Culture. See History 47.
First semester. Omitted 1979–80. Professor Moore.

Japan Since 1800. See History 48.
Second semester. Professor Moore.

The City in Evolution. See History 83.
First semester. Professor Lewandowski.

Introduction to the Arts of East Asia. See Fine Arts 44f.
Second semester. Professor Takeuchi.

Music of the Whole Earth. See Music 23.
First semester. Professor Reck.

Music in Java and Bali. See Music 24.
Second semester. Professor Reck.

Politics in Third World Nations. See Political Science 24.
Second semester. Omitted 1979–80. Professor Hartford.

Chinese Politics. See Political Science 45.
First semester. Professor Hartford.

Religious Traditions in Asia. See Religion 12.
Second semester. Omitted 1979–80. Professor Thurman.

Indian Religious Traditions. See Religion 14.
Second semester. Professor Hudson.

Buddhist Scriptures. See Religion 23s.
Second semester. Omitted 1979–80. Professor Thurman.

The Poetry of Enlightenment. See Religion 30.
Second semester. Omitted 1979–80. Professor Thurman.

Topics in Indian Philosophy. See Religion 62.
Second semester. Omitted 1979–80. Professor Thurman.

77. Senior Tutorial.
Required of all Seniors. First semester. Members of the Committee.

78. Senior Tutorial.
Required of all Senior honors candidates. Second semester. Members of the Committee.

97. Special Topics. Independent Reading Course.
First semester. Members of the Committee.

98. Special Topics. Independent Reading Course.
Second semester. Members of the Committee.

ASTRONOMY

Professors Harrison, G. R. Huguenin, Irvine*, Seitter and Taylor; Associate Professors Arny (Chairman), Dennis, Dent, C. Gordon*, K. Gordon*, Greenstein‡, R. L. Huguenin, Langer, Scoville, Tademaru and Van Blerkom; Assistant Professors Goldsmith, Predmore and White‡.

A joint Astronomy Department provides instruction at Amherst, Hampshire, Mount Holyoke and Smith Colleges and the University of Massachusetts. Introductory courses are taught separately at each of the five institutions; advanced courses are taught jointly. ASTFC indicates courses offered by the Five College Astronomy Department. These courses are listed in the catalogs of all the institutions.

The facilities of all five institutions are available to departmental majors. (See description under Astronomy 77, 78.) Should the needs of a thesis project so dictate, the Department may arrange to obtain special materials from other observatories.

Major Program. The minimum requirements for the *rite* major are Astronomy 21 and 22 plus three courses chosen from Astronomy 20, 31, 37, 38, 43, 44; Physics 13, 14, and 23; and Mathematics 11 and 12. The minimum requirements for the Honors major are the above courses plus Astronomy 77 and 78.

*On leave 1979–80.
‡On leave second semester 1979–80.

Students intending to apply for admission to graduate schools in astronomy are warned that the above program is insufficient preparation for their needs. They should consult with the Department as early as possible in order to map out an appropriate program.

All Astronomy majors should attempt to complete Physics 13 before the start of their Sophomore year.

11. Introduction to Modern Astronomy. A course designed primarily for students not majoring in the physical sciences. The properties of the astronomical universe and the methods by which astronomers investigate it are discussed. Topics include the nature and properties of stars, our Galaxy, external galaxies, cosmology, the origin and character of the solar system, and pulsars. Students who are even considering majoring in Astronomy are cautioned that Astronomy 11 does not constitute an introductory course within the major. Three one-hour lectures per week.

First semester. Professor Greenstein.

20. Cosmology. The course will examine the origin, evolution, and structure of the universe. To be given at Mount Holyoke College.

Requisite: One semester of calculus and one semester of some physical science; no Astronomy requisite. Second semester. Professor Dennis.

21. Stars and Stellar Evolution. For students interested in a quantitative introductory course. Observational data on stars: masses, radii, and the Hertzsprung-Russell diagram. The basic equations of stellar structure. Nuclear energy generation in stars and the origin of the elements. The three possible ways a star can die: white dwarfs, pulsars and black holes. Two ninety-minute lectures per week plus evening laboratories. To be given at Amherst College.

Requisite: One semester of calculus and one semester of some physical science. First semester. Professor Greenstein.

22. Galactic and Extragalactic Astronomy. For students interested in a quantitative introductory course. Atomic and molecular spectra, emission and absorption nebulae, the interstellar medium, the formation of stars and planetary systems, the structure and rotation of galaxies and star clusters, cosmic rays, the nature of other galaxies, exploding galaxies, quasars, the cosmic background radiation and current theories of the origin and expansion of the universe. Two ninety-minute lectures per week plus evening laboratories. To be given at the University of Massachusetts.

Requisite: One semester of calculus and one semester of some physical science. Second semester. Professor Arny.

31. Space Science: The Solar System. Modern studies of the solar system, with emphasis on the recent manned and unmanned missions undertaken by NASA and the interpretation of their results. Intended primarily for

non-science majors. Two ninety-minute lectures per week. To be given at Smith College.

First semester. Professor Scoville.

34. History of Astronomy. Astronomy and cosmology are traced from prehistoric relics through the beginnings of Egyptian and Babylonian astronomy to a dual culmination in Babylon and Greece in the last pre-Christian centuries. The influence of the achievements of antiquity on Arabic astronomy and the Latin Middle Ages is followed through the Copernican revolution to the beginning of modern science in the seventeenth century. The history of gravitational astronomy and astrophysics in the eighteenth and nineteenth centuries leads to our present understanding of the universe. Emphasis is placed on ideas and the relation of astronomy to other cultural trends. Reading is largely from original sources and translations. Same course as ASTF 34. To be given at Smith College.

Second semester. Professor Seitter.

37. Astronomical Observation. An introduction to the techniques of gathering and analyzing astronomical data. Subjects to be covered depend somewhat on individual interests: photography, calibration of photographs; photometry; spectroscopy and classification of spectra; determination of stellar temperatures, masses and radii; introduction to telescope design and use: the astronomical distance scale. Two ninety-minute lectures and one evening laboratory per week. Same course as ASTF 37. To be given at Smith College.

Requisite: Astronomy 11, 21 or 22 and Physics 14. Elective for Sophomores. First semester. Professor Dennis.

38. Techniques of Radio Astronomy. An introduction to radio astronomy with emphasis on practical techniques. The Five-College Radio Astronomy Observatory will be used to observe pulsars and other radio sources, and perform flux density and interferometric position measurements. Two ninety-minute lectures per week plus observing sessions. To be given at the University of Massachusetts.

Requisite: Physics 14. Elective for Sophomores. Second semester. Professor G. R. Huguenin.

43. Astrophysics I: Stellar Structure. The basic equations of stellar structure and their solution, polytropes, the virial theorem, energy transport in stars by radiation, conduction and convection, atomic processes leading to stellar opacity, nuclear energy generation in stars, stellar evolution. Two ninety-minute lectures per week. To be given at the University of Massachusetts.

Requisite: Physics 27 or consent of the instructor. Elective for Juniors. First semester. Professor Harrison.

44. Astrophysics II. Relativistic Astrophysics. Continuation of Astronomy 43. Stellar implosions and supernovae, degenerate matter in highly evolved stars, neutrino astrophysics, emission of radiation by accelerated charges in supernova remnants and pulsar magnetospheres, pulsar electrodynamics, neutron star structure, hydrodynamics of differential rotation in stars, black holes and gravitational radiation. To be given at the University of Massachusetts.

Requisite: Astronomy 43. Elective for Juniors. Second semester. Professor Van Blerkom.

73, 74. Reading Course. Students electing this course will be required to do extensive reading in the areas of astronomy and space science. Two term papers will be prepared during the year on topics acceptable to the Department.

Elective for Seniors. First and second semesters. The Department.

77, 78. Senior Honors. Opportunities for theoretical and observational work on the frontiers of science are available in cosmology, cosmogony, radio astronomy, planetary atmospheres, relativistic astrophysics, laboratory astrophysics, gravitational theory, infrared balloon astronomy, stellar astrophysics, spectroscopy, and exobiology. Facilities include the Five-College Radio Astronomy Observatory, the Laboratory for Infrared Astrophysics, balloon astronomy equipment (16-inch telescope, cryogenic detectors), and modern 24- and 16-inch Cassegrain reflectors. An Honors candidate must submit an acceptable thesis and pass an oral examination. The oral examination will consider the subject matter of the thesis and other areas of astronomy specifically discussed in Astronomy courses.

Elective for Seniors. Required of Honors students. First and second semesters. The Department.

BIOLOGY

Professors Brower (Chairman), Hexter, Yost and Zimmerman†; Associate Professor George; Assistant Professors Brighty, Poccia and Williamson.

Major Program. The Biology curriculum is designed to maintain a balance between the needs of students preparing for postgraduate work in medicine or Biology, and the purposes of a liberal arts college. Accordingly, the Biology major is required to take courses in four areas of fundamental importance in understanding modern biology: genetics (Biology 21), developmental biology and physiology (Biology 22 or 26), cell biology and biochemistry (Biology 28 or 30) and ecology and evolution (Biology 23 or 32).

†On leave first semester 1979–80.

Because we believe that some knowledge of the other sciences is essential to understanding the biological sciences, we require Biology majors to take Chemistry 11 and 12, Physics 13 and Mathematics 11. Physics 14 and Chemistry 21 and 32 are strongly recommended. Students intending to major in Biology should take these background courses in Chemistry, Physics, and Mathematics as early as possible.

A student trained in these areas of Biology and the other sciences should be in a position to decide intelligently which area is most appealing for further study in elective courses, in the honors program or in graduate school.

Specific requirements may be modified with approval by the Department. Advanced or specialized courses not offered here may be taken at the four neighboring institutions, and those courses may count toward the major with the approval of the Department. (Be sure to request such approval before enrolling.)

Thus, the major in Biology must take a minimum of 10 courses: Mathematics 11, Chemistry 11 and 12, Physics 13, Biology 21, either Biology 28 or 30, either Biology 22 or 26, either Biology 23 or 32, and two elective courses among Biology 14, 24, 35, 36, 41, 52 and 54.

Honors Program. Honors work in Biology is intended to offer an introduction to the purposes and methods of biological research. It is an excellent preparation for those students who wish to become professional scientists or who wish to acquire first-hand knowledge of the methods of modern science. Honors candidates must elect Biology 77 and D78 in addition to the other requirements.

The work for Honors consists of three activities: (a) an original investigation under the direction of some member of the staff, (b) participation in a seminar in which the candidate reports on recent literature dealing with current scientific investigations, and (c) preparation of a thesis on the candidate's original investigation.

Courses for Non-Science Students. The courses numbered in the teens are designed for students who are not majoring in the sciences and for those not majoring in Biology in particular. These courses are intended to introduce students to the subject matter of the biological sciences, with emphasis on scientific methodology and on man's place in nature. Although these courses may be elected by any student, they do not normally satisfy the major in Biology nor are they recommended as a means of satisfying the admissions requirements of medical schools.

13. Genetics and Evolution. Sufficient classical and molecular genetics will be taught to provide a basis for consideration of several aspects of evolutionary biology, many of which overlap with psychology and the social sciences. These areas include the genetic basis of continuous variation, separating hereditary and environmental influences on development, the

theory of natural selection, the evolution of vertebrates and the genetics and evolution of individual and group behavior. Throughout, the emphasis will be on the genetics, evolution and behavior of man. Three hours of lecture and discussion per week.

First semester. Omitted 1979–80. Professor Zimmerman.

14. Sociobiology. A study of why and how societies have evolved with emphasis upon carnivore, primate and human societies. After considering the relevant principles of population biology, evolution and animal behavior, the structure and evolution of societies will be discussed. With this background, several aspects of human societies will be considered, including the ecology of subsistence, division of labor, mating systems, exchange and war. May count as an elective course for Biology majors with permission of Department. Three hours of lecture and occasional films per week.

Second semester. Professor Zimmerman.

18. Human Genetics: Science and Society. The course will have two objectives: (1) to introduce the facts and techniques of the genetics of man including cytogenetics, inborn errors of metabolism, population genetics, mutation, and selection; (2) to use this information as the basis of a discussion of science and society including the ethics of genetic engineering, the responsibility of a scientist for his discoveries, and the relationship of science and scientists to social problems. One seminar meeting per week.

Elective for Sophomores. Limited to two sections of fifteen students each. Second semester. Omitted 1979–80. Professor Hexter.

21. Genetics. A study of the basic facts of heredity and a consideration of the various hypotheses for the action of genes in the control of cellular and multi-cellular processes. Four classroom hours and four hours of laboratory work per week.

Requisite: Concurrent registration in Chemistry 11 or equivalent. Elective for Sophomores. Limited to four sections of twenty-four students each. First semester. Professors Hexter and Yost.

22. Developmental Biology. A study of the development of animals, leading to the formulation of the principles of development, and including an introduction to experimental embryology and developmental physiology. Four classroom hours and four hours of laboratory per week.

Elective for Sophomores. Freshmen may elect the course with the consent of the instructor. Limited to two sections of twenty-four students each. Second semester. Professor Poccia.

23. Ecology. A study of the relationships of plants and animals (including man) to each other and to their total environment. General principles will be illustrated by lectures, selected films, laboratory and field work, including an aerial reconnaissance flight. Four classroom hours and one afternoon of laboratory or field work per week. Laboratory fee of $25.

Elective for Sophomores. Freshmen may elect the course with the consent of the instructor. First semester. Professors Brower and Brighty.

24. Natural History. A modern natural history, the course will present a comparative survey of adaptive strategies in animals and plants throughout the world. Four classroom hours and three hours of laboratory or field work per week.

Elective for Sophomores. Freshmen may elect the course with the consent of the instructor. Limited to forty-eight students. Second semester. Professor Brower.

26. Physiology. Function and regulation in biological tissues, organs, and organ systems. How organisms regulate and digest food intake, control ion and water content, circulate fluids, exchange gases, respond to temperature changes, receive and respond to sensory stimuli, and organize defenses against foreign substances. How these activities are regulated by the nervous system and by hormonal controls. Four classroom hours and four hours of laboratory work per week.

Requisite: Chemistry 11. Elective for Sophomores. Limited to two sections of twenty-four students each. Second semester. Professors George and Yost.

29. Cell Structure and Function. An analysis of the structure and function of cells in plants, animals, and bacteria. Topics to be discussed include the cell surface and membranes, cytoskeletal elements and motility, cytoplasmic organelles and bioenergetics, the interphase nucleus and chromosomes, mitosis, meiosis, cell cycle regulation, and immunology. Three classroom hours and four hours of laboratory per week.

Suggested requisite: Chemistry 12 or concurrent registration in that course. First semester. Professors Poccia and Williamson.

30. Biochemistry. A study of the structure and function of biologically important molecules and their role(s) in life processes. Four classroom hours and four hours of laboratory work per week. Offered jointly by the Departments of Biology and Chemistry.

Requisite: One semester of organic chemistry and one semester of biology. The biology requirement may be waived for chemistry majors. Second semester. Professors Waggoner and Williamson.

32. Evolutionary Biology. A study of evolutionary explanations in the life sciences, which includes consideration of population genetics and ecology, the nature of natural selection, the origin of life, the evolution of macromolecules and cellular particulates, the evolution of behavior and societies, and the fossil record of vertebrates and man. The course requires preparation of problem sets and take-home examinations. Four classroom hours per week.

Requisite: Biology 21. Elective for Juniors or for Sophomores with consent of the instructor. Second semester. Professor Zimmerman.

35. Neurobiology. Nervous system function at the cellular and subcellular level. Ionic mechanisms underlying electrical activity in nerve cells; the physiology of synapses; transduction and integration of sensory information; the analysis of nerve circuits; the specification of neuronal connections; trophic and plastic properties of nerve cells; and the relation of neuronal activity to behavior. Four classroom hours and four hours of laboratory work per week.

Requisite: Chemistry 11, Physics 14, and one semester of Biology. Elective for Juniors. Limited to twenty-four students. First semester. Professor George.

36. Advanced Ecology. An exploration of the evolutionary processes affecting the nature of adaptations and ecological interactions between organisms and their environment. Emphasis will be placed on critical review and discussion of topics such as biogeography, competition, predation, reproduction and plant-animal interactions. Three classroom hours and four hours of laboratory or field work per week.

Requisite: Biology 23 or consent of the instructor. Elective for Sophomores. Second semester. Professor Brighty.

41. Seminar in Developmental Biology. An analysis of current views of the development of plants and animals at the cellular and biochemical levels, with special attention to the genetic control of embryonic differentiation and to cellular interaction in morphogenesis. Three classroom hours.

Requisite: Biology 22. Elective for Juniors. Limited to twelve students. First semester. Professor Poccia.

52. Seminar in Genetics. A study in depth of one of several topics in genetics. Topics will vary from year to year. This year the topic will be the bacteriophage lambda. Three hours per week.

Requisite: Biology 21 and consent of the instructor. Elective for Juniors. Limited to twelve students. Omitted 1979–80. Professor Yost.

54. Seminar in Molecular Biology. A discussion of subcellular structure and function, with emphasis upon eukaryotes. Topics covered may include the biochemistry of gene structure and function; cellular and developmental regulation of gene expression; physiological and evolutionary aspects of gene function. Three hours per week.

Requisite: Biology 29 or 30. Limited to fifteen students. Second semester. Professor Williamson.

77, D78. Biology Honors. All Honors students will take these three courses. The work consists of seminar programs, individual research projects, and preparation of a thesis on the research project.

Elective for Seniors. First and second semesters. The Staff.

97, H97, 98, H98. Special Topics. Independent Reading or Research Courses. Half or full course as arranged.

First and second semesters.

BLACK STUDIES

Professor Davis; Associate Professors Campbell* and Mugomba (Acting Chairman); Assistant Professor Rushing.

Major Program. There is a single Five-College major in Black Studies common to Amherst, Hampshire, Mount Holyoke, and Smith Colleges and the University of Massachusetts. The major is designed to equip the students with the normal requirements of a major in one of the traditional fields, in addition to a perspective on reality shorn of the distortions that have affected the perception of the roles and capabilities of blacks in the world. It is so structured as to provide, in addition to a general introduction to the various aspects of the field, specializations or concentrations in the area of history, literature, and the social sciences.

There are three parts to the major: Introduction, General Concentration, and Advanced Concentration. The Introduction and General Concentration are intended to present students with a comprehensive overview of the cultural and political history of people of African descent, and to introduce them in a general but thorough overview to the contemporary social, political, and economic realities of the black world. The Introduction and General Concentration must be completed by the end of the Sophomore year.

In Advanced Concentration the student must focus his or her studies within the field of History, the Humanities and Arts, or the Social Sciences. In this way the students will specialize and advance their study of the black experience while learning the methodology and critical language of a particular academic discipline.

We believe that the student majoring in Black Studies will be at least as well equipped with the skills normally sought by undergraduates in any of the traditional liberal arts disciplines, as well as with a clear-eyed, factual view of the history, culture, and situation of black people free from the rhetorical excess or the systematic distortion of Western scholarship.

Requirements for the Major. Ten courses are needed to complete the Black Studies major: one course in Introduction, four courses in General Concentration, and five courses in Advanced Concentration. In their Senior year majors are encouraged to submit a thesis to the Department. When planning their General and Advanced Concentration programs in consultation with their advisors, majors may elect Black Studies courses offered at the

*On leave 1979–80.

other institutions in the Five College system. To this end they should consult the *List of Five College Black Studies Courses* issued each year in the spring by the Five College Black Studies Executive Committee.

The outline of the major, and the courses offered at Amherst College that will satisfy the major requirements, are as follows:

I—Introduction (1 course): Black Studies 11 or 13.

II—General Concentration (2 courses from each group):

A. Humanities (2 courses): Black Studies 63, 64.

B. History (2 courses): History 69, History 70, History 71, History 72.

III—Advanced Concentration (5 courses from the area of specialization):

A. Social Sciences (5 courses): Black Studies 43, 45, 48, 63, 64.

B. Humanities (5 courses): Black Studies 33, 34, 63, 64.

C. History (5 courses): Black Studies 50, 51; History 69, 70, 71, 72; Religion 25.

D. Honors Course: Black Studies 77, 78, D78.

During their final semester at the College, majors will be examined by the Department for their general competence in the field of Black Studies.

Field Work. Majors are encouraged to participate in field work or its equivalent in one of the following ways: *a.* course-related work in local communities (e.g., Springfield); *b.* research and participation in communities elsewhere in the United States; *c.* study and work abroad (e.g., in Sub-Saharan Africa or the West Indies).

Honors Program. The Black Studies Honors Program consists of two or three semester courses of independent research (Black Studies 77, 78, D78) with a maximum of three research courses spread throughout the Junior and Senior years, or a Junior year abroad (Africa, Caribbean, or Brazil) may be substituted for them. Any Black Studies major who wishes to be considered for the degree with Honors must present an Honors thesis centering on a topic which they have worked on during their research courses or while abroad.

11. Issues in Black Studies. An interdisciplinary introduction to the basic concepts and literature in the disciplines covered by Black Studies. Includes history, the social sciences and the humanities as well as a conceptual framework for investigation and analysis of Black history and culture.

First semester. Omitted 1979–80 at Amherst College. To be taught (Introduction to Afro-American Studies 101) at the University of Massachusetts.

13. An Introduction to Black Studies: Research and Writing. An introduction to basic research methods including library use, project development, notes and bibliographies, and writing research papers. Strongly recommended for entering Freshmen.

First semester. Omitted 1979–80 at Amherst College. To be taught (Introduction to Afro-American Studies 102) at the University of Massachusetts.

33. Introduction to African Poetry. This course surveys the traditional and contemporary poetry of West Africa, East Africa, and Southern Africa. It begins with a consideration of oral poetry which examines its function and performance as well as its themes and techniques. It then examines literary poetry with special emphases on the use it makes of traditional format, the cultural and political context of Negritude, the impact of political independence (and political oppression) on poetic sensibility, the controversy of which language (indigenous or European) poets should use, and the move from merely imitating European themes, tones, and styles to recreating them to express African realities. Close critical reading will scrutinize imagery, diction, tone and prevalent concerns like Edenic childhood, European education, and the impact of European mores on traditional culture. Among the poets studied are Okara, Soyinka, Okigbo, Brutus, Clark, the Diops, Senghor, U Tam'si, p'Bitek, Rabearivelo, Ranaivo, and Rabemananjara.

First semester. Professor Rushing.

34. Introduction to Afro-American Poetry. This course surveys the folk and formal poetry of the Afro-American experience. It is grounded in a study of sermons, spirituals, and the blues and goes on to close reading of such poets as Gwendolyn Brooks, Michael Harper, Robert Hayden, Langston Hughes, and Sterling Brown. Emphasis will be on themes, tone and imagery.

Second semester. Professor Rushing.

40. Images of Black Women. The course examines the spectrum of portraits of black women in fiction, drama, poetry, and autobiographies of the United States, Africa, and the Caribbean by considering the changes and constants in socio-political matrix, roles portrayed, imagery, and tone. Among the authors studied are Ama Ata Aidoo, Zora Neale Hurston, Alice Walker, Jean Toomer, Gwendolyn Brooks, Toni Morrison, and Wole Soyinka.

Second semester. Professor Rushing.

43. Social Stratification of the Black Community. An intensive analysis of class structures within the black community with regard to its juxtaposition with the larger society. A primary focus will be the political economy of blacks.

First semester. The Department.

45. Colonialism in the Black Experience. An examination of the dynamics of colonialism as it affected the social and political institutions of Africa in general terms. There will be an assessment of the impact of colonialism on contemporary black life in Africa, the West Indies and America.

First semester. The Department.

45s. Colonialism in the Black Experience. Same description as Black Studies 45.

Second semester. The Department.

47. The Sociology of the African Family. This course in the sociology of the African family deals with five representative societies: the *Akan* of Ghana in West Africa, the *Nuer* of Southern Sudan, the central *Bantu* of Central Africa, and the *Swazi* and *Tswana* of Southern Africa. There will be an examination of marriage and the nuclear family as they operate in the African home and then a detailed study of the structure and organization of the clan and lineage systems of these societies. Particular attention will be paid to the communal nature of these societies—the common holding of property, collective responsibility, reciprocal obligations and, on the whole, the conception of the socio-political unit as an undying collectivity consisting of the dead, the living and the unborn.

First semester. Omitted 1979–80. The Department.

48. The Black Family in the United States. An interdisciplinary study of the black family in the United States, with an emphasis on post-Civil War family structure and the impact of urbanization upon the family as a unit.

Second semester. The Department.

50. African Elements in Brazil, Latin America and the Caribbean. A survey of the impact of African cultural elements in these areas. Emphasis is placed on African eschatological ideas; religious, philosophical and ethical notions; ideas of secret societies and their impact on the family, church, music, and language. Consideration will also be given to the social, political, and economic life in the respective areas. Much of the reading will be taken from Portuguese works translated into English and, where relevant, from French. A paper will be required.

Second semester. Professor Davis.

51. African Nationalism. The course will be concerned with traditional and ideological factors in African nationalism. The first part will examine independent church ideas: Ethiopianism, Zionism, Messianism, in the light of actual patterns of conduct in West, Central and South Africa. The second part will devote special attention to an assessment of political ideas as stated by a number of Africans in the nineteenth and twentieth centuries. Their relation to the evolution of African political parties and the emergence of independent states will also be considered. The course will be built around such concepts as "the political leader as a representative of a culture."

First semester. Professor Davis.

63. Comparative Slave Systems in Africa and the Americas. This course will focus upon the distinction between "slave trade" and "slavery" in Africa, the anatomy of African slavery systems and their relation to commu-

nity. It will also explore some of the major differences between slavery in Africa and that of the New World. The emphasis is on giving the student some understanding in depth of the variations between slave systems and their relation to the economic, religious and cultural situations confronting people of African ancestry. (To alternate with History 71.)

First semester. Omitted 1979–80. Professor Campbell.

64. The African Roots of Blacks in the Diaspora. The publication of *Roots* as well as the televised version have had an amazing impact on the American public. This course will focus on *Roots,* which will be examined on different levels: the ethnographical and historical perspectives, embracing village life in a traditional African setting (Juffure in the Gambia), the modern African slave trade, the Middle Passage, and slavery in Virginia. Students will be expected to test the accuracy of the work against the required reading material, and they will be encouraged to pursue their own family histories. Inasmuch as *Roots* transcends the minutiae of historical verification, the course will also evaluate the book in terms of the grandeur of its conceptions, its relevance for Blacks of the Diaspora. Its emotional appeal for *all* Americans will be examined and compared with the parallel appeal of *Uncle Tom's Cabin,* serialized in 1851. Readings will include works such as P.D. Curtin, *The Atlantic Slave Trade* (1969); James Pope-Hennessy, *Sins of the Fathers: A Study of the Atlantic Slave Traders, 1441–1807 (1968); James Curtis Ballagh, History of Slavery in Virginia* (1902).

Second semester. Omitted 1979–80. Professor Campbell.

77, D77, 78, D78. Honors Courses.

97, H97, 98, H98. Special Topics.

The following courses are listed for inclusion in a Black Studies program in 1979–80.

Introduction to English: Reading. See English 11.
First semester. The Department.

Caribbean History: Pre-Columbian to Emancipation. See History 69.
First semester. Omitted 1979–80. Professor Campbell.

Modern Carribbean History. See History 70.
Second semester. Omitted 1979–80. Professor Campbell.

African History to 1880. See History 71.
First semester. Professor Davis.

Topics in Modern African History: Modernism in Twentieth Century Africa. See History 72.
Second semester. Professor Davis.

Politics in Third World Nations. See Political Science 24.
Second semester. Omitted 1979–80. Professor Hartford.

American Social Structure. See Sociology 12.
Second semester. Professor Dizard.

Religion and Art in Africa. See Religion 25.
First semester. Professor Pemberton.

American Religious History I. See Religion 33.
First semester. Professor Wills.

American Religious History II. See Religion 34.
Second semester. Omitted 1979–80. Professor Wills.

CHEMISTRY

Professors Fink (Chairman), Kropf and Silver; Associate Professor Waggoner; Assistant Professors Blankenship, Dooley, Jason, Kushick* and Stark.

Major Program. Students considering a major in Chemistry should consult a member of the Department as early as possible, preferably during their Freshman year. This will help students elect a program which best fits their interests and abilities and which makes full use of previous preparation. Programs can be arranged for students considering careers in chemistry, chemical physics, biochemistry, biophysical chemistry, medical research, medicine, and secondary school science teaching.

The minimum requirements for a major in Chemistry are Chemistry 11, 12, 21, 43s, and three of the following courses: Chemistry 22 (Organic Chemistry), 30 (Biochemistry), 35 (Inorganic Chemistry), 44f (Physical Chemistry). In addition, Mathematics 12 and Physics 13 are required for Physical Chemistry. Students planning a Chemistry major should strive to complete Chemistry 11 and 12 and Mathematics 11, or their equivalents, by the end of Freshman year.

Honors Program. A candidate for the degree with Honors will also elect Chemistry 77 and D78 in the Senior year. It would be helpful in pursuing an Honors program for the student to have completed physical and organic chemistry by the end of the Junior year. However, either of these courses may be taken in the Senior year in an appropriately constructed Honors sequence. Honors programs for exceptional interests, including interdisciplinary study, will be arranged on an individual basis by the departmental advisor.

Honors candidates will attend the Chemistry seminar during their Junior and Senior years, participating in it actively in the Senior year. All Chemis-

*On leave 1979–80.

try majors should attend the seminar in their Senior year. At this seminar discussions of topics of current interest will be conducted by staff members, visitors and students.

In the Senior year an individual thesis problem will be selected by the Honors candidate in conference with some member of the Department. Current areas of research in the Department are: theoretical chemistry; chemistry of biological membranes; synthesis and properties of fluorescent dyes which serve as membrane probes; nucleophilicity of carbon-carbon bonding electrons; reactions of aromatic radical anions; synthesis and reactions of polyenes related to Vitamin A; chemistry of the visual process; mechanisms of organic reactions; enzyme catalyzed processes; studies of the influence of inorganic ions on biological function; chemistry and reaction mechanisms in bioinorganic systems; nuclear chemistry; hot-atom chemistry; photochemistry; and conformational studies of natural and synthetic polypeptides.

Candidates will submit a thesis based upon their research work. Recommendations for the various levels of Honors will be made by the Department on the basis of the thesis work, the comprehensive examination, and course performance.

Chemistry 10f has been designed to introduce non-science students to the concepts of Chemistry with emphasis on methods of discovery and use in our technological society. This course may be elected by any student, but it does not satisfy the major in Chemistry nor is it recommended as a means of satisfying the admission requirements of medical schools.

10f. Chemistry and Technological Society. An introduction to the fundamental principles of chemistry through the consideration of such topics as the production of energy, the pollution of the environment, the synthesis of new materials, the chemistry of life processes, food, and nutrition. These topics will be used to demonstrate the interrelationships between initial discovery, subsequent development, and beneficial or destructive use of technology in our society. This course is designed for non-science students, but it does serve also as an introductory course for those students who are not adequately prepared for Chemistry 11. Three hours of lecture, one hour of discussion and one laboratory period per week.

First semester. Professor Waggoner.

11. Introductory Chemistry. This course will examine the structure of matter from both a microscopic and a macroscopic viewpoint. The connections between atomic-molecular theory and weight and volume relationships in chemical reactions will be studied. The physical structure of atoms will be examined in detail as will the interactions between atoms which lead to the formation of molecules. The relationships between molecular behavior and the bulk properties of gases, liquids, and solids will be discussed. Experiments in the laboratory will provide experience in conducting quantitative

chemical measurements and will illustrate principles discussed in the lectures.

Though this course has no prerequisites, students with a limited background in secondary school science should consider registering for Chemistry 10 and are urged to consult with the Chemistry 11 instructor before registration. Four class hours and three hours of laboratory per week.

First semester. Professors Fink, Dooley and Staff.

11s. Introductory Chemistry. Same description as Chemistry 11.

Second semester.

12. Chemical Principles. The concepts of kinetic stability and thermodynamic equilibrium will be examined. In thermodynamics a quantitative understanding of the extent to which chemical reactions can occur will be sought. In kinetics a study of the rates by which chemical reactions proceed will be undertaken. Appropriate laboratory experiments will be performed. Four class hours and three hours of laboratory per week.

Requisite: Chemistry 11 (this requirement may be waived for exceptionally well prepared students; consent of the instructor is required); and Mathematics 11 or its equivalent. Second semester. Professor Kropf and Staff.

12f. Chemical Principles. Same description as Chemistry 12.

First semester. Professors Kropf and Stark.

21. Organic Chemistry. A study of the structure of organic compounds and of the influence of structure upon the chemical and physical properties of these substances. The following topics are emphasized: hybridization, resonance theory, molecular orbital theory, spectroscopy, stereochemistry, acid-base properties and the carbonium ion theory. Laboratory work introduces the student to basic laboratory techniques, and methods of instrumental analysis. Four hours of class and four hours of laboratory per week.

Requisite: Chemistry 12 or equivalent. First semester. Professors Jason, Silver and Staff.

22. Organic Chemistry. A continuation of Chemistry 21. The second semester of the organic chemistry course examines in some detail the chemistry of the carbonyl group and the methods of organic synthesis. The relative emphasis upon other topics will vary from year to year, depending upon the instructor. Among the usual topics are: sugars, amino acids and proteins, pericylic reactions, oxidation-reduction reactions, and acid-base catalysis in nonenzymatic and enzymatic systems. The laboratory experiments illustrate both fundamental synthetic procedures and some elementary mechanistic investigations. Four hours of class and four hours of laboratory per week.

Requisite: Chemistry 21. Students who have received a grade of D in Chemistry 21 should consult with the instructor about the advisability of

continuing with Chemistry 22. Second semester. Professors Jason, Silver and Staff.

30. Biochemistry. A study of the structure and function of biologically important molecules and their role(s) in life processes. Four classroom hours and four hours of laboratory work per week. Offered jointly by the Departments of Biology and Chemistry.

Requisite: One semester of organic chemistry and one semester of biology. The biology requirement may be waived for Chemistry majors. Second semester. Professors Waggoner and Williamson.

35. Inorganic Chemistry. Periodicity of both physical and chemical properties of the elements will be examined on the basis of fundamental atomic theory. Group Theory and its applications to chemical problems will be discussed. Structure and bonding in coordination complexes will be examined through the Crystal and Ligand Field Theories. Emphasis will be placed on understanding the magnetic, spectral and thermodynamic properties of coordination complexes. Kinetics and mechanisms of inorganic reactions will also be examined. Three to four hours of lecture and discussion per week.

Requisite: Chemistry 12. First semester. Professor Dooley.

43s. Modern Physical Chemistry. Elementary quantum mechanics and statistical mechanics. Topics include the Schrödinger equation, approximate methods of solution and applications to the structure and properties of atoms and molecules. Equilibrium statistical thermodynamics including Boltzmann and quantum statistics, applications to ideal gases, crystalline solids and black body radiation. Three hours of lecture and two hours of laboratory-lecture section meeting per week.

Requisite: Chemistry 12 or equivalent, Physics 13, Mathematics 12, and Mathematics 21 suggested as further preparation but not required. Second semester. Professors Kropf and Stark.

44f. Modern Physical Chemistry. The theories of quantum and statistical mechanics will be applied to chemical systems. Most applications will be in the field of spectroscopy and will include atomic and molecular electronic spectroscopy as well as rotational and vibrational spectroscopy. In addition, NMR, fluorescence and CD spectroscopy will be discussed. Corresponding laboratory work will be included. Three hours of lecture and four hours of laboratory per week.

Requisite: Chemistry 23 and Physics 14 or consent of the instructor. Chemistry 21 recommended. First semester. Professor Blankenship.

77, D77, 78, D78. Honors Course.

Elective for Senior Honors candidates, and for others with the consent of the Department. First and second semesters. The Department.

97, H97, 98, H98. Special Topics. A full or half course.

First and second semesters. Consent of the Department is required. The Department.

CLASSICS (GREEK AND LATIN)

Professor Marshall (Chairman); Associate Professor Griffiths‡; Assistant Professors Basto and Kitzinger.

Major Program. The major program is designed to afford access to the achievements of Greek and Roman antiquity through mastery of the ancient languages. The department offers majors in Greek, in Latin, and in Classics, which is a combination of the two languages in any proportion as long as no fewer than two semester courses are taken in either. All three majors consist of eight semester courses, of which seven must be in the ancient languages. The eighth may be a Classics course, Philosophy 17, or a course in some related field approved in advance by the Department. Courses numbered 1, 1s, and 3 may not be counted toward the major. Latin 15–28 will normally be introductory to higher courses in Latin, and Greek 11–16 will serve the same function in Greek.

Honors Program. The program of every Honors candidate in Greek, Latin, or Classics must include those courses numbered 41, 42, 77, and D78 in either Greek or Latin, and the normal expectation will be that the 41/42 sequence be completed before the start of the 77/D78 sequence. The student must submit a long essay (6,000–7,000 words) on some topic connected with his or her Honors work and approved by the Department before admission to the Senior Honors Course. Translations of work already translated will not normally be acceptable nor will comparative studies with chief emphasis on modern works. Admission to the second semester of Honors work is contingent on the submission of a first chapter of at least 2,000 words and a detailed prospectus for the remaining sections to be defended at a colloquium within the first two weeks of the semester with the Department and any outside reader chosen. The award of Honors will be determined by the quality of the candidate's work in the Senior Honors Courses, essay, and performance in the comprehensive examinations.

Comprehensive Examination. Majors in Greek, Latin, and Classics will, in the fifth week of the first semester of their Senior year, take a general examination on the literary and historical interpretation of major authors. There will

‡On leave second semester 1979–80.

be considerable latitude of choice among various questions, which will be distributed to the student two weeks before the examination. The language proficiency examinations will be held in the seventh week of the first semester of Senior year. In addition Honors candidates must write an examination on a Greek or Latin text of approximately 50 pages (in the Oxford Classical Text or Teubner format) read independently, i.e., not as a part of work in a course, and selected with the approval of the Department.

The Department will cooperate with other departments in giving combined majors with Honors.

The statement of requisites given below is intended only to indicate the degree of preparation necessary for each course, and exceptions will be made in special cases.

For students beginning the study of Greek the following sequences of courses are normal: Either 1, 12, 11, or 1s, 11, 12. In Latin, the usual sequence will be 3, 16, 15, 28.

Classics

23. Classical Civilization. Readings in English of Homer, Herodotus, Aeschylus, Sophocles, Euripides, Aristophanes, Thucydides, Plato, and others to trace the emergence of Western culture from the Bronze Age to Alexander. How did the advent of writing transform the oral culture? How did mythological modes of thought develop into science, history, philosophy, drama? What then precipitated the initial rebellion against rationality? Three hours of classroom work per week.

First semester. Professor Griffiths.

24. Classical Civilization. A study of Roman civilization from its origins to the Empire. The material will be interpreted in the light of Roman influence upon later Western civilization. The reading will be almost entirely from Latin literature, but no knowledge of the ancient languages is required. Three hours of classroom work per week.

Second semester. Professor Marshall.

32. Greek History. An introduction to the history of Greece from the Mycenaean Age to the death of Alexander. We will discuss the development of the city-state, and the social and economic factors involved in the formulation of its political institutions, particularly in the rise of Athenian democracy and Spartan oligarchy. A study of the fifth and fourth centuries B.C. will focus on the Greek conflict with Persia, the development of an Athenian Empire, the Age of Pericles and the ultimate clash of ideologies between Athens and Sparta. We will examine the failure of Athenian democracy, as well as the subsequent inability of Sparta to adapt herself to the

needs of the time. Readings (in English) will be from Plutarch, Herodotus, Thucydides, Aristophanes, Xenophon, Plato and Demosthenes, as well as modern works of reference, and materials provided by the instructor. Three meetings per week.

Second semester. Omitted 1979–80.

33. History of Rome. An historical study of Rome from its foundation to the reign of Constantine. We shall trace the development of its political institutions and the way in which it acquired and governed an empire. The last century of the Republic, particularly the Age of Caesar, will be examined in detail, as will the early stages of the Principate and the creation of a new system of government by the emperor Augustus. We shall discuss why the Republic collapsed and what effect this had on the social and economic structure of the Roman world. How did subsequent emperors consolidate the Augustan reforms? On what basis did the strength of the Principate rely? How did the dissemination of Roman culture and citizenship, and the advent of new beliefs, affect the character of the Empire? Classical authors to be read (in English) will include Livy, Plutarch, Cicero, Caesar, Sallust, Tacitus and Suetonius, along with modern works of reference. Three meetings per week.

First semester. Professor Basto.

77, D78. Senior Honors Course. Classics 78 is a double course.

First and second semesters. Members of the Department.

97, 98. Special Topics.

First and second semesters. Members of the Department.

Greek

1. Introduction to the Greek Language. This course prepares students in one term of four class meetings per week to read Plato and other Greek literary, historical, and philosophical texts in the original and also provides sufficient competence to read New Testament Greek. Students will learn alphabet, pronunciation, grammar, and build vocabulary by reading a series of dialogues of gradually increasing difficulty. Normally followed by Greek 12.

First semester. Professor Kitzinger.

1s. Introduction to the Greek Language. (Intensive). This course prepares students in one term to read Homer and other Greek literary, historical and philosophical texts in the original and also provides sufficient competence to read New Testament Greek. Three hours per week of general introduction to the language. Students will elect a fourth hour in reading either

Homer or the New Testament. This course is normally followed by Greek 11.

Second semester. Professor Basto.

11. An Introduction to Homeric Epic. The *Odyssey* will be read with particular attention to the poem's structure and recurrent themes as well as to the society it reflects. The course will explore the symbolic meaning of the Odysseus tales in a broader mythological context and the value of Homer's text as historical evidence for the Bronze and Dark Ages.

Requisite: Greek 1s or 12 or consent of the instructor. First semester. Professor Griffiths.

12. Plato's Apology. An introduction to Greek literature through a close reading of the *Apology* and selected other works of Attic prose of the fifth and fourth centuries B.C. Additional readings in translation. Three one-hour class meetings per week.

Requisite: Greek 1 or 1s or equivalent. Second semester. Professor Kitzinger.

15. Greek Tragedy. Two plays will be read with emphasis on poetic diction, dramatic technique, and ritual context. Larger issues will also be raised, such as the nature and meaning of the tragic experience and the characteristics which make Greek tragedy unique as a literary form. Three one-hour class meetings per week.

Requisite: Greek 12 or its equivalent. First semester. Professor Kitzinger.

16. Comedy and Tragedy. At least one comedy and one tragedy will be read with emphasis on poetic diction, dramatic technique, and ritual context. This course will study comedy and tragedy as originally distinct, but complementary literary forms, as well as the reasons for their convergence at the end of the Peloponnesian War. Attention will be paid to the religious significance of Dionysus and to the historical circumstances which these plays reflect.

Requisite: Greek 11 or its equivalent. Second semester. Professor Kitzinger.

41. Advanced Readings in Greek Literature. The authors read in Greek 41 and 42 vary from year to year, but as a general practice are chosen from a list including Homer, choral and lyric poetry, historians, tragedians, and Plato, depending upon the needs of the students. Greek 41 and 42 may be elected any number of times by a student, providing only that the topic is not the same. Greek 41 will focus on the lyric poets; Greek 42, on historiography (Herodotus and Thucydides).

Requisite: Greek 15 and 16 or consent of the instructor. First semester. Professor Kitzinger.

42. Advanced Readings in Greek Literature. See course description for Greek 41.

Requisite: Greek 15 or 16 or equivalent. Second semester. Professor Marshall.

77, D78. **Senior Honors Course.** Greek 78 is a double course.
First and second semesters. Members of the Department.

97, 98. **Special Topics.**
First and second semesters. Members of the Department.

Latin

3. An Introduction to the Language and Literature of Ancient Rome. A course designed to increase the student's understanding of his own language and literary tradition. No previous knowledge of the language is required; forms and syntax will be studied with a view to reading several great Roman authors in the original. Four hours of classroom work per week.
First semester. Professor Basto.

15. Catullus and the Lyric Spirit. The course will examine Catullus's poetic technique, as well as his place in the literary history of Rome. Extensive reading of Catullus in Latin, together with other lyric poets of Greece and Rome in English.
First semester. Professor Marshall.

16. Intermediate Latin. This course aims at establishing reading proficiency in Latin. We will read at least one book of Virgil's *Aeneid* (Book 4) to show the Roman author's literary relationship to his predecessors, and the resulting uniqueness of Virgil. Three one-hour class meetings per week.
Minimum requisite: Latin 3 or completion of a beginning course in Latin. Second semester. Professor Marshall.

28. The Augustan Age. Various selections of prose and poetry will be read to illustrate the spirit of the Golden Age of Latin literature. Representative authors will be Livy, Horace, Ovid, Propertius, and Tibullus. Three meetings per week.
Second semester. Professor Basto.

41. Advanced Readings in Latin Literature. The authors read in Latin 41 and 42 vary from year to year, the selection being made according to the interests and needs of the students. Both 41 and 42 may be repeated for credit. In Latin 41 elegy will be read (Tibullus, Propertius, Ovid); in Latin 42, Virgil's *Eclogues* and *Georgics*. Three hours of classroom work per week. Seminar course.

Requisite: Latin 15 or 16 or the consent of the instructor. First semester. Professor Marshall.

42. Advanced Readings in Latin Literature. See course description for Latin 41.

Requisite: Latin 15 or 16 or the consent of the instructor. Second semester. Professor Basto.

77, D78. Senior Honors Course. Latin 78 is a double course.

First and second semesters. Members of the Department.

97, 98. Special Topics.

First and second semesters. Members of the Department.

COLLOQUIA

12. Conflict, Stress, and Disease. In broadest terms this course will deal with the phenomenon of stress, its physiological and psychological concomitants, and with strategies for ameliorating its aversive consequences. We will first consider alternative definitions of the concept of stress as a physiological response or a psychological response to a complex set of environmental cues. Then, we will examine the consequences of stress. In particular, we will review the autonomic and hormonal changes involved and their possible sequelae, for example, the syndrone of sudden death in animals and humans. We will evaluate the role of the hormones of stress in producing changes in learning ability and affective states and in causing psychosomatic disorders. Next, we will consider the evolutionary significance of stress, in particular the notion that stress is an adaptive response limiting population density. And finally, we will survey the different strategies for blocking or reducing the negative consequences of stress, including alterations in individual responses brought about by means such as meditation, biofeedback and pharmacological agents, and alterations in the external milieu brought about by environmental (including social) change.

This course is intended for students with some expertise in one of the relevant disciplines, either biology or psychology, though we will consider students with other backgrounds and strong interests in this area. In any case, written consent of one of the instructors is required for admission.

Limited to twenty-five students. Second semester. Omitted 1979–80. Professors George and Sorenson.

21. Colloquium: Concepts of the "Normal" and the Deviant." Designed to illuminate our understanding of particular kinds of alleged deviant behav-

ior, such as that of homosexuals, criminals, the insane, in the light of social science theory.

First semester. Professors Pitkin and Spelman.

32. The Gothic Age: The Art and Literature of France During the Middle Ages. A selective examination of French art and literature of the Middle Ages, from the eleventh century Romanesque through High Gothic architecture. Special attention will be given to construction and sculptural decoration of the major churches and cathedrals. Corresponding readings and discussion of selected texts from *The Song of Roland* through François Villon. Our study will conclude with the early sixteenth century, as an epilogue to the Middle Ages proper, with consideration of late Gothic painting (e.g., Hieronymous Bosch and Pieter Brueghel) and contemporary readings (e.g., François Rabelais). Conducted in English with literary texts assigned in English and in French for those with proficiency in the language. Two class meetings a week.

Limited to thirty students. Second semester. Professors Giordanetti and Upton.

DRAMATIC ARTS

Professor Boughton; Associate Professor Keyssar (Chairman); Assistant Professor S. Hunt.

Major Program. Rite majors will complete Dramatic Arts 11, 12, 41, three courses in dramatic literature, and two courses in Dramatic Arts other than literature. They will also complete Fine Arts 11 or 11s, and two additional courses in literature; the literature requirement may be fulfilled in any department offering such courses. Beginning in 1980–81, Dramatic Arts 32 will replace Dramatic Arts 41 as a requirement for the major.

Honors Program. Honors candidates will also elect in their Senior year Dramatic Arts 77–78.

Candidates for a degree in Dramatic Arts are required to pass a comprehensive examination during their Senior year. The examination is given near the beginning of the second semester.

11. Introduction to the Theater. An examination of the several kinds of theatrical experience, cinematic as well as live, and how they are brought to fruition in production. The course will focus on criteria for assessing the artistic values and theatrical effectiveness of dramatic pieces both in concept and in performance.

Required for all Dramatic Arts majors. First semester. Professor Boughton.

12. Acting I. An introduction to the principles of performance. Formal and improvisational techniques for developing vocal, physical and sensitivity skills, characterization and stage inter-influence. Readings will include Stanislavsky, Craig, Piscator, Brecht, Artaud, Grotowski, Spolin and will be related to workshop sessions.

Required for all Dramatic Arts majors. Limited to two sections of sixteen students. Second semester. Professors S. Hunt and Keyssar.

13. Modern Dance I. A beginning course in the techniques and theories of modern dance. An exploration of the various modes and skills of modern dance—Humphrey, Cunningham, Limon and Graham—will all be developed. Beginning work on alignment, co-ordination problems, phrasing and movement qualities. Four meetings per week, one and one-half hours each.

No audition necessary. Limited to twenty-five students. First semester. Professor S. Hunt.

13s. Modern Dance I. Same description as Dramatic Arts 13.

Second semester. Mr. Lewis and the Company.

14. Modern Dance II. An introduction to the basics of modern dance and ballet, followed by a survey of modern dance techniques including Cunningham, Limon, and Graham. The Limon technique will be emphasized through its application to a specific piece of choreography. The course will include four weeks of modern dance basics, three to four weeks of ballet basics, and five to seven weeks of survey of modern dance techniques. During the final eight weeks part of two classes each week will be devoted to repertory. Various members of the company will teach their areas of expertise for periods of approximately one month each. Four meetings per week, one and one-half hours each.

Requisite: Dramatic Arts 13 or equivalent. Second semester. Mr. Lewis and the company.

15s. Modern Dance III. An exploration of theory and practice of modern dance at the intermediate level. Eight weeks of intensive training in the Limon technique, stressing the vocabulary and the development of physical skills needed for a complete understanding of this technique, six weeks of general survey of modern dance techniques, including Graham and Cunningham as well as Limon. A specific work from the Limon repertoire will be staged with the class. During the final eight weeks part of two classes each week will be devoted to repertory. At least two members of the company will teach their areas of expertise for periods of approximately one month each. Four meetings per week, one and one-half hours each.

Requisite: Dramatic Arts 14 or equivalent. Second semester. Mr. Lewis and the company.

16f. Modern Dance IV. Study of modern dance stressing performance and interpretation. An intensive concentration on the techniques of Cun-

ningham, Limon, Graham and Humphrey will form the basis of this course with additional concentration in ballet technique. Students should have previous training in both ballet and modern fundamentals. Some jazz techniques and styling will be emphasized as they relate to the modern core. Advanced work on alignment, coordination problems, phrasing and movement qualities. Four meetings per week, one and one-half hours each.

By audition only. Limited to twenty students. First semester. Professor S. Hunt.

17s. Modern Dance V. Exploration and theory of modern dance at the advanced level. This course will stress intensive instruction in the Limon technique and supportive work in ballet. Beginning early in the course, the class will work with the problems and practice of repertory performance on a professional level. Various members of the company will teach their areas of expertise for periods of approximately one month each. Four meetings per week, one and one-half hours each.

By audition. Second semester. Mr. Lewis and the company.

18. Movement for Actors. A beginning course in all aspects of movement for the stage. The first four weeks will be a concentration on basic locomotor movement including walking, posturing, flexibility, character, falling, body focus, tumbling and stylization. The remainder of the semester will be an introduction to musical comedy styles with beginning elements of tap, jazz, folk, rock and character. No previous training is required. Three to four meetings per week, one hour each.

Limited to twenty students. Second semester. Omitted 1979–80. Professor S. Hunt.

20. Acting II. An examination of the actor's preparation of a role: interpretation of script and role, finding the characterization, outward expression of character and situation, contact with fellow performers. The course will focus on the study and presentation of scenes from various periods and styles of dramatic literature. Two sessions per week of two hours each.

Requisite: Dramatic Arts 12 or equivalent. Limited to sixteen students. Second semester. Professor Boughton.

24. Drama Before 1850. An investigation of dramatic literature and theater history from their beginnings through the early nineteenth century. Among the playwrights whose works will be studied are Aeschylus, Sophocles, Euripides, Aristophanes, Plautus, Calderon, Marlowe, Shakespeare, Jonson, Webster, Racine, Moliere, Congreve, Sheridan, Schiller and Goethe.

Second semester. Professor Boughton.

25. The Beginnings of Modern Drama: Büchner to O'Neill. This course will examine both the realistic and non-realistic modes of drama in the nineteenth and early twentieth centuries. Ten to twelve plays will be discussed including works by such playwrights as Büchner, Ibsen, Strindberg,

Chekov, Shaw, Jarry, Synge, Gorki and O'Neill. The approach to the plays will stress the dramas as performance, focusing particularly on the relationship of script to audience. Where appropriate, plays will be set in the context of theater centers like the Moscow Art Theater, The Theatre Libre, The Abbey Theater, and the Provincetown Theater.

First semester. Omitted 1979–80. Professor Keyssar.

26. The Modern Theater. An investigation of twentieth century theater with emphasis on symbolism, expressionism, surrealism, and absurdism. Staging theories of Meyerhold, Piscator, Brecht, Artaud and Grotowski will be examined in relation to plays by such authors as Pirandello, Cocteau, Sartre, Giraudoux, Brecht, Beckett, Pinter, O'Neill, Williams, Albee, Baraka and Bullins. Changing relationships of twentieth century drama to audiences will be explored through discussion, scene work, and attendance at relevant productions.

Second semester. Omitted 1979–80. Professor Keyssar.

28f. American Drama. An intensive examination of fourteen plays by American dramatists. The course will begin with a few nineteenth century dramas but will focus on the twentieth century American Theater. By proceeding chronologically we will seek the persistent concerns and forms of American drama and will compare the evolutions of black American drama and white American drama. In addition to the works of "major" American playwrights—O'Neill, Williams, Miller, Albee—we will study plays by Mowatt, McKay, Rice, Anderson, Odets, Ward, Hellman, Hansberry, Baraka and Shange. Three hours class meeting, twice weekly.

First semester. Professor Keyssar.

31. Women Playwrights of the American Theater. A study of selected plays by representative American women playwrights, from Anna Cora Mowatt to Megan Terry, from Angelina Grimke to Alice Childress—nineteenth and twentieth centuries, black and white. Plays will be analyzed in terms of the playwrights' special concerns and the dramatic strategies used to express them. Possibly two sections. Two meetings per week, one and one-quarter hours each.

First semester. Omitted 1979–80. Professor Abramson (University of Massachusetts).

32. From Text to Performance. Focusing closely on certain plays by one or two playwrights, the course will be concerned with the relationship between literary criticism, dramatic theory, and the roles of the actor and director within the theater. Selection of plays to be studied each year will be made from the works of major playwrights such as Chekhov and Shakespeare.

Requisite: Dramatic Arts 12 or equivalent. Second semester. Omitted 1979–80. Professor Keyssar.

37. The Art of the Film. This course will attempt to explore film as a distinctive art form, stressing the rhetorical devices particular to film and examining the relationship of film to audience. We will view the works of distinctive directors such as Griffiths, Chaplin, Hitchcock, Bresson, Bergman, Kubrick, Altman, Rosselini, etc., and examine "classics" or potential classics in film seeking both the range of possibility in film and the evolution of structural and thematic patterns. Readings will focus on major film theories including those of Arnheim, Eisenstein, Balazs, Bazin, Metz and Wollens. Five hours weekly; two hours of film viewing, one hour of lecture and two hours of discussion. One three-hour, one two-hour meeting per week; two sections for discussion.

Limited to twenty students per section. First semester. Omitted 1979–80. Professor Keyssar.

38f. Problems in Film Criticism. Topic for 1979: Auteurs and Auteur Theory. This course will explore the usefulness and validity of auteur theory, one of the central modes of film criticism. The films of four American directors—Renoir, Hitchcock, Altman and Kubrick—will be viewed and discussed in terms of specificity of style, evolution of form, thematics; some comparisons of styles will also be included. Readings in Bazin, Sarris, Metz, Robin Wood, Kael, Tyler, Kerr, Agee, Cavell, Truffaut will demonstrate both the historical development of auteur theory and its applications. One three-hour (three hour session includes film screening) and one two-hour meeting weekly.

Requisite: Dramatic Arts 37, previous work in film criticism or permission of the instructor. Limited to twenty-five students. First semester. Professor Keyssar.

41s. Dramatic Structure and Theory. A detailed examination of the playwright's craft. Critical analyses of such dramatic structural factors as motivational units, sub-plots, suspense, crises, conflicts, turning points, climaxes, and how a dramatist or director can use them effectively in the theater. Also an examination of the distinctive features of the several types and modes of drama.

Required for all Dramatic Arts majors. Second semester. Omitted 1979–80. Professor Boughton.

45. Technical Production Seminar. A study of traditional and modern stage production techniques. Emphasis is placed on the development of problem solving ability and inventiveness in the context of a play's technical requirements. Attention is given to a variety of construction methods, materials, rigging practices, scheduling, and scenographic techniques. Three classroom hours and three laboratory hours per week.

Requisite: Dramatic Arts 11 or equivalent, or consent of the instructor. First semester. Omitted 1979–80.

46. Seminar in Stage Lighting. A study of the principles and tools of the stage lighting designer. Special emphasis is placed on the students' grasp of the practicalities within the field as well as development of the ability to translate their ideas to the physical stage. Attendance at several major Five College productions will be required. Three hours of classroom work per week plus laboratory.

Requisite: Dramatic Arts 11 or equivalent. Second semester. Professor to be named.

48f. Directing. Theories and techniques for mounting productions. Scenes from various types and modes of drama will be directed by members of the class and the course will culminate in the direction by each student of a play for public presentation.

Requisite: Dramatic Arts 41 or consent of the instructor. Limited enrollment. First semester. Professor Boughton.

51. Dance Composition I. Study of the principles and elements of choreography. Guided practice in the construction of movement phrases, followed by longer solo and small group studies. Exploration of basic skills for choreography. Studies assigned in the use of: time, space, energy, motion, character development, rhythm, costumes and props, comedy, space-in-the-building (environment), music. Final creative project and performance attendance required. Readings: Ben Shahn, *The Shape of Content*, Doris Humphrey, *The Art of Making Dancers*, Louis Horst, *Pre-Classic Dance Forms, Modern Forms*, Marjorie Turner, *New Dance: Approaches to Non-Literal Choreography*. Three meetings per week. (Same course as Dance 101f. Mount Holyoke.) To be given at Mount Holyoke.

First semester. The Staff.

52. Music for Dance. Survey of music repertory and exploration of music resources for dance. Musical notation of dance rhythm: learning how to follow a ballet or modern dance score; relationships of musical and dance forms. Two meetings per week. Offered in alternate years. (Same course as Dance 205s. Mount Holyoke.) To be given at Mount Holyoke.

Requisite: Music D101 or D103, Per 1. Second semester. Mrs. Robin. (Mount Holyoke).

53s. History of Dance. This course defines the concepts: primitive, archaic, classic; it traces the role of the creation myth and symbol making in several different cultures, and it focuses more specifically on the development of European dance forms through the Middle Ages. Class work consists of lectures and readings; one long paper, a mid-term exam, and a final exam. Readings include: Curt Sachs, *World History of the Dance*, Lincoln Kirsten, *Dance, A Short History*, Agnes de Mille, *History of Dance*. (Same course as Dance 223b. Smith.) To be given at Smith College.

Second semester. Professor DeMille (Smith College).

54f. Dance in the Twentieth Century. This course begins by making connections between the nineteenth century dance (ballet) and modern dance through Daighilev's work. Attention is then focused on the great American dance pioneers: Isadora, Denis-Shawn, Graham, Humphrey. The course briefly treats many Europeans who contributed to dance, but considers particular major personalities, designers, choreographers, musicians, and performers. Emphasis is on relationships of personality, style and philosophy to technical and social developments. Class work consists of lectures, films, readings, a long paper, a mid-term and final exam. Readings include: Richard Buckle, *Nijinsky*, John Martin, *Introduction to Dance*, Lynne Emery, *Black Dance*, Walter Terry, *Dance in America*, Nadel, *The Dance Experience*, Don MacDonagh, *The Rise and Fall and Rise of Modern Dance*, Selma Jean Cohen, *Seven Statements of Belief*. (Same course as Dance 224a. Smith.)

First semester. Professor DeMille (Smith College). To be given at Smith College.

54. Dance in the Twentieth Century. Same description as Dramatic Arts 54f. To be given at Amherst College.

Second semester. Professor Hunt.

55. Improvisational Dance. Designed to introduce the student to techniques of movement exploration and the importance of movement as a basic form of communication. The student will discover his or her own movement choices as well as being given problems to explore alternative potentialities. Class work consists of in-class exercises, critical papers reviewing dance performances, a journal recording class and personal discovery, and a project stimulated by each student's particular interest designed for the entire class. Readings include: Viola Spolin, *Improvisation for the Theater*, Michael Kirby, *The Art of Time*. (Same course as Dance 122a. Smith.) To be given at Smith College.

First semester.

55s. Improvisational Dance. Same description as Dramatic Arts 55. (Same course as Dance 132s. University of Massachusetts.) To be given at the University of Massachusetts.

Second semester. The Staff.

57. Effort/Shape: Language of Movement and Observation. This course will allow students to begin to work with Effort/Shape analysis as a technique for describing, measuring and classifying human movement. We will examine how Effort/Shape analysis describes patterns of movement which are constant for an individual and which distinguish him from others, and we will explore how such analysis delineates a behavioral dimension related to neurophysiological and psychological processes. In addition to becoming familiar with basic Effort/Shape parameters of movement, efforts and effort states, students will be able to discover and examine their personal movement preferences with the potential for expanding their own

repertoire and understanding how their movement serves them. The course will attempt to bring together students from different disciplines. We will combine theoretical research and experiential work with the application of this knowledge in an area of relevance to the students participating. Examples of such areas are movement in education, non-verbal communication and movement therapy. Throughout the term, readings and observation projects will be assigned. Two two-hour meetings per week.

Limited to 15 students. Discussion with the instructor is suggested. (Same course as HA 213. Hampshire.) First semester. Omitted 1979–80. Professor McClellan (Hampshire College).

77. Conference Course. Conference course for Honors candidates in Dramatic Arts.

Elective for Seniors. First semester. The Department.

78. Conference Course. Continuation of Dramatic Arts 77 for Honors candidates in Dramatic Arts.

Second semester. The Department.

97, H97. Special Topics. Independent Reading Course. Full or half course.

Admission with the consent of the instructor. First semester. The Department.

98, H98. Special Topics. Independent Reading Course. Full or half course.

Admission with the consent of the instructor. Second semester. The Department.

ECONOMICS

Professors Aitken, Beals (Chairman), Kohler†, Nelson and Nicholson; Associate Professors Westhoff and Woglom; Visiting Associate Professor Burghardt; Assistant Professors Kaufman and Staelin.

Major Program. All students majoring in Economics must take eight courses in the Department. These courses must include Economics 11, 13, 14, 15, and 77. Mathematics 11 or equivalent is also required. Substitution of another course for one of the required courses is not ordinarily permitted. Exceptions are considered only if a written request is submitted to the Chairman of the Department prior to initiating the other work. Students who transfer to Amherst, and who wish to receive credit toward the major requirements for work done before coming to Amherst, must obtain written approval from the Chairman. Each candidate for a degree in Economics is required to pass a written comprehensive examination given early in the

†On leave first semester 1979–80.

Senior year. Students who are candidates for Honors must take Economics D78.

Students intending to pursue graduate study in Economics are strongly advised to take additional courses in mathematics beyond Mathematics 11.

Economics 11 (or 11s) is a requisite for all other courses in Economics. Students may be excused from this requirement if they demonstrate an adequate understanding of basic economic principles. A competency examination is given annually early in the first semester.

Unless otherwise specified, all courses are open to Freshmen.

Note on Pass/Fail Courses. Economics 11 may be taken on a Pass/Fail basis only with the consent of the course chairman. No student planning to major in Economics should request this option. Other courses required for a major in the Department may not be taken on a Pass/Fail basis except in unusual circumstances (e.g., Seniors not majoring in Economics who wish to broaden their knowledge of economics). Courses not required for the major may be offered on a Pass/Fail basis at the discretion of the instructor.

11. An Introduction to Economics. A study of the central functions and problems of an economic system, of the principles and practices of our economy, and of alternative forms of economic organization and control. One lecture and three hours of discussion per week.

Requisite for all other courses in economics. Limited to Amherst College students. First semester. Professors Beals, Burghardt, Kaufman, Westhoff (Course Chairman) and Woglom.

11s. An Introduction to Economics. Same course description as Economics 11.

Limited to Amherst College students. Second semester. Professors Beals, Kaufman, Kohler (Course Chairman), Nicholson, Westhoff and Woglom.

13. Macroeconomics. This course develops the tools of modern macroeconomic theory to analyze the effects of monetary and fiscal policy on economic activity, inflation and employment. The post-1961 experience in macroeconomic policy-making is then interpreted using the theoretical tools. The purpose of this exercise in interpretation is twofold: First, it should give the student an appreciation of what economists think they have learned about how monetary and fiscal policies can be used to meet macroeconomic objectives. Second, by pointing up remaining unresolved issues it should help to explain why many widely respected economists have radically different views on the proper conduct of monetary and fiscal policy. Three class hours per week.

Requisites: Economics 11 and Mathematics 11 or equivalent. Enrollment limited. First semester. Professor Woglom.

13s. Macroeconomics. Same description as Economics 13.

Enrollment limited. Second semester. Professor Burghardt.

14. Microeconomics. An introduction to the theory of utility and demand; the nature of cost and production function; diminishing returns and short-run cost curves; returns to scale and long-run cost curves; competitive pricing; the pricing of productive services; the theory of monopoly; the theory of oligopoly; property rights and the distribution of income; general equilibrium. Three class hours per week.

Requisites: Economics 11 and Mathematics 11 or equivalent. Enrollment limited. Second semester. Professor Nicholson.

14f. Microeconomics. Same course description as Economics 14.

Enrollment limited. First semester. Professor Westhoff.

15. Economic Statistics. A study of the analysis of quantitative data, with special emphasis on the application of statistical methods to economic problems. Three class hours per week.

Requisites: Economics 11 and Mathematics 11 or equivalent. First semester. Professor Beals.

17. Radical Perspectives on Capitalism. A study and analysis of the arguments of major critics who predict, and frequently advocate, the demise of the capitalist economic system and some of whom present a vision of what they call a more perfect noncapitalist society. Includes a program of reading and discussing works of Karl Marx, of his followers (in the Old Left as well as in the New Left), and of non-Marxists of similar persuasion. Includes also a look at experiments, outside the Soviet and Chinese orbits, with alternatives to capitalism, on the national level, as in Sweden, or on a smaller scale, as in communes throughout the world. Two seventy-five minute meetings per week.

Requisite: Economics 11. First semester of even-numbered years only. Omitted 1979–80. Professor Kohler.

19. The Population Problem. A study of worldwide demographic trends and their implications for the economic problem of scarcity. Includes a study of relevant writings from T. R. Malthus (1798) to the Club of Rome (1974). Forecasts of inevitable doom in the face of inaction (due to "standing-room-only," mass starvation, eco-catastrophe, or depletion of nonrenewable resources) will be analyzed along with proposals for ameliorative policies (such as curbing the growth of population or its wants, decelerating economic growth, or even accelerating it). Two seventy-five minute meetings per week.

Requisite: Economics 11. Omitted 1979–80. Professor Kohler.

20. Economics and Property Rights. An introduction to the definition of property and its role in economic analysis. The individual topics covered in any semester will vary according to the interests of the class, but will range over such areas as the use of common property resources (fisheries, outer space), the historical development of private property and its regulation

(feudalism, zoning), liability law (products liability, negligence, pollution), contracts, and the relationships between property, equity, individual freedom and the public interest. Three class hours per week. Offered in alternate years.

Requisite: Economics 11. Second semester. Professor Staelin.

22. Human Resources. An analysis of the labor market and human resource economics. Issues concerning labor supply and demand, wage differentials, the role of education, investment in human capital, unemployment, discrimination, income inequality, and worker alienation will be discussed utilizing the tools of neoclassical economics. In addition, we shall examine the major non-neoclassical explanations of the perceived phenomena in these areas. Two meetings per week.

Requisite: Economics 11. Second semester. Professor Kaufman.

24. The American Economy. An examination of the structure and operation of the economic system of the United States, with particular emphasis upon the different types of markets and industrial structures, the role and behavior of the price mechanism, the evolution of public policies, and selected current economic issues. Two lectures per week.

Requisite: Economics 11. Second semester. Professor Nelson.

25. The Regulated American Economy: Public Policy, Pricing, and Corporate Finance. An analysis of the characteristics of the public utilities and transportation enterprises which are subject to special government regulation, directed particularly toward public policy with respect to limitation of profits and control of price discrimination. Consideration is also given to regulation as a substitute for competition. One two-hour seminar per week.

Requisite: Economics 14 or 24. First semester. Professor Nelson.

26f. Consumer Behavior. An examination of selected topics which illustrate the ways in which individuals make choices. The course is primarily empirical, but a few theoretical hypotheses are investigated. Particular topics covered vary from year to year depending on the interests of students in the course. Possible subjects for study are: the economics of the family and fertility; labor force behavior of married women; the decision to purchase durable goods and to obtain consumer credit; the economics of life insurance; gambling, consumerism and product safety; and the economics of inheritance. Three class hours per week.

Requisite: Economics 11. Limited to thirty students. First semester. Professor Nicholson.

27. European Economic History. An examination of the economic development of Europe from feudal times to the present with emphasis on the evolution of industrialism. One two-hour seminar per week. Offered in alternate years.

Requisite: Economics 11. First semester. Omitted 1979–80. Professor Aitken.

28. American Economic History. A study of the economic development of the United States from colonial times to the present. Three class hours per week.

Requisite: Economics 11. Second semester. Professor Aitken.

29. The History of Economic Ideas. An inquiry into the development of economic theory, covering both representatives of the orthodox classical tradition and selected economic "heretics" and innovators. Two hours of class work per week. Offered in alternate years.

Requisite: Economics 11. First semester. Professor Aitken.

30. Advanced Economic Theory. An examination of several topics in economic theory which build upon the concepts developed in Economics 13 and 14. In addition, several quantitative techniques will be introduced which are widely used to analyze economic problems. Topics to be covered include linear programming, the simplex method, the duality theorem, nonlinear programming, game theory, general equilibrium theory, and growth theory. Three class hours per week.

Requisites: Economics 13 and 14 (may be taken concurrently). Second semester. Professor Westhoff.

31s. Public Finance. An introduction to the economic analysis of the revenue and expenditure activities of governments. Emphasis is placed on the effects of government policies on the allocation of resources and the distribution of income. Three class hours per week.

Requisite: Economics 11. Second semester. Omitted 1979–80. Professor Westhoff.

32. Problems in Economic History. An advanced seminar in economic history intended primarily to provide further training in analysis, bibliography, and interpretation. One two-hour seminar per week.

Requisites: Consent of the instructor and either Economics 27 or 28. Limited to fifteen students. Second semester. Omitted 1979–80. Professor Aitken.

34. Financial Institutions and Monetary Policy. The first part of the course describes and analyzes the role of various financial institutions in money and capital markets for the efficient allocation of resources. The costs and benefits of government regulation of these institutions are also explored. The second part of the course focuses on the Federal Reserve system and its attempts at stabilizing the macroeconomy by intervening in the money market. The course combines a positive analysis of how the Federal Reserve does behave with normative theories of how the Federal Reserve should behave to stabilize the economy. Three class hours per week.

Requisite: Economics 13. Limited to thirty students. Second semester. Professor Woglom.

35. The World Economy. An examination of economic relationships among countries with an emphasis on balance-of-payments and exchange-rate problems, the political and economic implications of restrictions on trade, international cooperation, and multinational firms. Three class hours per week.

Requisite: Economics 11. First semester. Professor Staelin.

36f. Economic Development. An examination of the economic problems of less developed countries, with particular reference to the interaction of economic and noneconomic factors. Topics to be covered include agricultural and industrial development, labor and capital requirements, market development, foreign investment, foreign aid, imperialism and the role of government in the development process. Issues of overall development strategy will figure prominently in the discussion and will be approached through case studies of successful and unsuccessful development programs. Three class hours per week.

Requisite: Economics 11. First semester. Professor Staelin.

38. Socialist Economic Systems. A study of blueprints of the centrally-planned as well as the market-directed socialist economy and of the character and evolution of the economic institutions of actual socialist societies. Includes a program of discussing the economic systems of the Soviet Union and other countries in Eastern Europe, of Yugoslavia, China, and Cuba, and of communes throughout the world. Two seventy-five minute meetings per week.

Requisite: Economics 11. Second semester. Professor Kohler.

46. Empirical Economics. A continuation of Economics 15 (Statistics). Stress is placed on the importance of both econometric techniques and economic theory for the study of real-world economic relationships. Several different subjects which illustrate empirical economic research are examined. The particular issues examined will vary from year to year but will usually include examples drawn from: labor market economics, technical progress and production, consumer economics, supply and demand for particular goods or services, the evaluation of social programs, and macroeconomic stabilization policy.

Requisites: Economics 15 (or equivalent) and some knowledge of economic theory. Second semester. Professor Beals.

77. Senior Seminar. Required of and restricted to Senior majors in Economics.

First semester. Professors Nelson and Nicholson.

D78. Senior Honors Seminar. Preparation of a thesis on a topic approved by the Department. A double course. Required of Seniors majoring in Economics who are candidates for Honors.

97, H97. Special Topics. Independent Reading Course. A full course or a half course.
First semester.

98, H98. Special Topics. Independent Reading Course. A full course or a half course.
Second semester.

EDUCATION

Professors Grose, Hawkins, Olver and Raskin.

The following courses offered by the several departments are listed for the convenience of students who are interested in education and teaching. Students seeking to be certified for public school teaching positions should consult the separate materials in the Career Counseling and Registrar's Offices concerning courses available at the Five Colleges and state certification requirements.

Developmental Psychology. See Psychology 27.
Requisite: Psychology 11. First semester. Professor Raskin.

Educational Psychology. See Psychology 34.
Requisite: Psychology 11. Elective for Sophomores. Seminar course limited to fifteen students with consent of the instructor. Second semester. Professor Grose.

Seminar in American Educational History. See History 66.
Second semester. Omitted 1979–80. Professor Hawkins.

ENGLISH

Professors Cameron, Chickering, Cody, Craig, DeMott, Guttmann, Heath, Pritchard, Sofield‡ and Townsend‡; Associate Professors Bruss (Chairman), O'Connell* and D. Peterson; Visiting Writers Gordon and Guetti; Assistant Professors Dassin*, Kay, Rushing, Waller and Wexler†.

*On leave 1979–80.
†On leave first semester 1979–80.
‡On leave second semester 1979–80.

Major Program. The English Department acknowledges that a diversity of interests and motives leads students to declare a major in English. Rather than require a particular sequence of courses for all students, the Department prefers to see its responsibility as a contract with the student to provide guidance, criticism and support as the student undertakes responsibility for planning his or her own course of literary study. Such subjects as literary history, English literature seen in the context of other literatures, literary criticism and theory, literature in various interdisciplinary contexts, linguistics, the teaching of literature, writing and the creative arts, suggest ways of concentrating the study of literature in the Department. Students majoring in English should plan their programs with a view toward realizing a coherent relation between their own interests and the general field of literary studies, drawing upon courses offered by the Department or approved by their advisors. Their programs must consist of English 11, English 76 (Junior Seminar), and at least six other such courses. Completion of English 76 will satisfy the Comprehensive requirement.

Senior Tutorial. Students who wish to propose an independent project—usually a written essay or gathering of essays on a literary subject, but other kinds of projects may be approved—may ask for admission to English 77 and 78, the Senior Tutorial. After discussing their plans with their advisor and any other teacher from whom they wish help, students should submit before the end of their Junior year a proposal to the Department for approval and for assignment to a tutor for supervision. At the end of the first semester, the tutor will recommend to the student and the Department whether or not the student should continue with the project for a second semester. Students intending to do a project in verse, fiction, play-writing, or autobiography, must submit a substantial example of their work in this mode at the time they apply for admission to the Senior Tutorial.

Honors Program. Students who wish to be considered for Honors at graduation must elect English 77 and 78. Their work in this course will be read and evaluated by a departmental committee and discussed with the student in an interview. The Department will recommend for Honors students whose work in the Department shows evidence of distinction; recommendations will take account of independent work in the Senior Tutorial, work in departmental exercises, and work in the courses comprising the student's major program.

Graduate Study. The English Department does not view its educational mission as primarily the preparation of students for graduate work in English. Students who are interested in graduate work can, however, prepare themselves for such study through sensible planning. They should discuss their interest in graduate work with their advisor so that information about particular graduate programs, deadlines and requirements for admission, the Graduate Record Examinations, the availability of fellowships, and pros-

pects for a professional career can be sought out. Students should note that most graduate programs in English or Comparative Literature require reading competence in two, and in many cases three, foreign languages. Intensive language study programs are available on many campuses during the summer for students who are deficient. To some extent graduate schools permit students to satisfy the requirement concurrently with graduate work.

N.B. The English Department does not grant advanced placement on the basis of College Entrance Examination Board scores.

11. Introduction to English: Reading. Centering on familiar modes of literature but including as well other kinds of writing and expression, the course aims to exercise the student's imagination as a reader and to consider what we learn from what we read. This course is conceived as of interest to students at any level of preparation, including those with a background of advanced literary study in secondary school. It is taught in separate sections which follow a common syllabus; writing assignments are frequent. Three hours of classroom work per week.

First semester. The Department.

12. Reading Major Authors. Sustained reading in the work of three of four major writers, paying considerable attention to how a reader comes to recognize the distinctive features of a major imagination. The course will address not only several central works by each author (more than one novel by a novelist, several plays by a playwright, a large group of poems by a poet) but also critical essays, autobiographical documents, letters and so on. The authors will vary from year to year. To be taught in separate sections with a common syllabus. Frequent short papers. Three class hours per week.

Requisite: English 11 or consent of the instructor. Second semester. The Department.

14. Reading Fiction. Practice in reading and talking about stories, novels, plays—writing in which there are characters, events, situations, narration, enactment, and so on. Frequent short papers to develop and encourage poise, imaginativeness, clear sense in writing about these matters. Three meetings per week.

Requisite: English 11 or consent of the instructor. Second semester. Omitted 1979–80. The Department.

15s. Reading Poetry. Practice in reading and talking about various kinds of poems: ancient and modern, narrative, dramatic, and lyric. Comparison analysis, evaluation through frequent papers. Three class hours per week.

Requisite: English 11 or consent of the instructor. Second semester. Omitted 1979–80.

19s. Film and Writing. A varied selection of films for study, with related works in literature and the other arts, introducing some important makers, writers, and critics. Frequent papers on questions aimed at clarifying our responses to film and the other arts. How can we write about film as film? Seminar form. Two two-hour meetings per week.

Second semester. The Department.

21. Advanced Composition. A course in disciplined writing. (Students interested should submit a sample of their work to the English Department secretary before the end of the spring semester. A fuller mimeographed prospectus of the course and some information about the Visiting Writer will be available in the English office.)

Elective for Sophomores with consent of the instructor. Limited to fifteen students. First semester. Visiting Writer Gordon.

22. Advanced Composition. A continuation of English 21.

Elective for Sophomores with consent of the instructor. Limited to fifteen students. Second semester. Visiting Writer Guetti.

23s. Composition. Organizing and expressing one's intellectual and social experience. The purpose of this course is to prepare students in their Junior or Senior year to write an autobiographical essay assessing their own intellectual and social experiences. This essay, which is the final work of the course, begins from the consideration of a twentieth century work of autobiography selected in conference with the instructor. For each class meeting the student writes a sketch or short essay of self-definition in relation to other people, using language in a particular way—for example, as the spectator of some situation, or as a participant in it. Two meetings per week.

Elective for Juniors. Sections limited to fifteen students. Second semester. Professor Craig.

24f. Men and Women in Literature. How does literature help us to imagine, define, and explore sexual identity? What are the changing shapes of femininity and masculinity, the attributes of character and fate, the promises, delusions, and dilemmas of relationships between men and women (love and hate, parenthood and childhood, subservience and dominance)? Comparing male and female authors, the course will also raise questions about the role of gender in shaping literary imagination itself. Do women authors have a different vision than their male counterparts, different concerns or sympathies, different powers or voices?

Elective for Sophomores (and Freshmen with the consent of the instructors). First semester. Professors Bruss and Townsend.

25. American Men's Lives. A study of what it is and what it has been to be a man in America. Questions about growing up male, about friendship, homosexuality and marriage, and about work will be raised and discussed in terms of works that are, for the most part, literary. They will be chosen

from the writings of Baldwin, Baraka, Faulkner, Fitzgerald, Hemingway, Howells, James, Mailer, Melville, Parkman, and Updike.

Elective for Sophomores (and Freshmen with consent of the instructor). First semester. Omitted 1979–80. Professor Townsend.

26. The Literature of Madness. A specialized study of a peculiar kind of literary experiment—the attempt to create, in verse or prose, the sustained illusion of insane utterance. Readings will include Shakespearian soliloquies and "mad monologues" from the eighteenth century to the present, drawing from short stories and novels by Diderot, Gogol, Poe, Dostoevsky, Beckett, Doris Lessing, and others. We shall seek to understand the various motivations and explicit effects which might justify an author's adoption of such an "abnormal" narrative voice. The class will also consult non-fictional literature on historical shifts in the social perception of insanity's causes and cures. One two-hour seminar with an additional hour as arranged by the instructor.

Elective for Juniors (and Sophomores with consent of the instructor). Limited to twenty Amherst students. Second semester. Omitted 1979–80. Professor Peterson.

Seminar on One Russian Writer: Iran Turgenev. See Russian 25.

Elective for Sophomores. First semester. Professor Peterson.

27. Old English. This course has three goals. (i) The rapid mastery of Old English (Anglo-Saxon) as a language for reading knowledge. Selected prose and short poetry will be read in the original, including *The Wanderer, The Seafarer, The Dream of the Road, The Battle of Malden.* Literary awareness of the texts is emphasized over linguistic analysis. (ii) The development of critical imagination and verbal sensitivity in reading poetry. Students will declaim verses and write short critical papers. (iii) An examination of the salient features of Anglo-Saxon culture, A.D. 650-1050, as expressed through its literary achievements. This course prepares students to read *Beowulf* in the original. Three class hours per week.

Elective for Sophomores or consent of the instructor. First semester. Professor Chickering.

28. Beowulf and the Heroic Mode. A reading of *Beowulf* in the original, with the aid of the instructor's new dual-language edition. Why is *Beowulf* a great poem? How does it test the Anglo-Saxon view of heroism? What are the values and limitations of the heroic mode of experience? Other works in the heroic mode will be read, such as Malory's *The Death of Arthur* and the Old Icelandic *Njals saga* (in translation). Modern reactions to the heroic mode, such as John Gardner's *Grendel,* will also be read. Three class hours per week.

Requisite: a reading knowledge of Old English. Elective for Sophomores or consent of the instructor. Second semester. Omitted 1979–80. Professor Chickering.

29. Middle English Literature. Readings this year will include Chaucer's lyrics and shorter dramatic narratives (*The Book of the Duchess, The House of Fame, The Parliament of Fowls*); the alliterative epic *Morte Arthure;* and the comic romance *Sir Gawain and the Green Knight*. There will also be background readings in medieval literary tradition. No prior knowledge of Middle English is expected. The course aims to give the student rapid mastery of Chaucer's English and training in responding imaginatively to poetry in lyric, dramatic, and narrative forms. Some short critical papers and frequent declamation in class. Three class hours per week.

Elective for Sophomores (and Freshmen with the consent of the instructor). First semester. Professor Chickering.

30. Chaucer: An Introduction. Readings in *The Canterbury Tales* and *Troilus and Criseyde,* the mature work of the richest comic writer in the language. No prior experience of Middle English required. Three class hours per week.

Elective for Sophomores (and Freshmen with consent of the instructor). Second semester. Professor Cameron.

31s. Shakespeare. Readings and discussion, with emphasis on Shakespeare's growth as dramatist and thinker. Two meetings per week.

Elective for Sophomores. Limited to twenty-five students. Second semester. Professor DeMott.

32. Dante. *The Divine Comedy* considered as a hybrid of literary forms, an autobiographical epic, which contains and exploits antithetical narrative designs present individually in earlier ancient and medieval works. The course focuses on how Dante achieves this dialectical synthesis of epic and confession, while also combining the pagan and Christian traditions of Western thought. Background readings include selected portions of Virgil's *Aeneid,* St. Augustine's *Confessions,* and, time permitting, more recent examples of the literature of the self (Wordsworth, Dostoevsky, Doris Lessing). All readings are in English translation, but students who read in Latin or Italian are particularly welcome. Three hours of classroom work per week.

Elective for Sophomores (and Freshmen who have had English 11). Second semester. Professor Waller.

33s. Sixteenth Century Literature. Reading and discussion of major English, French, and Italian works of the sixteenth century, particular attention being given to narrative works and to the narrative elements in other genres such as drama, the essay, and lyric poetry. Questions will be raised concerning the relationship between narrative structures and representations of the self, reality, and truth distinctive of the period. Readings in English literature will include Shakespeare's *Richard III,* selections from Spenser's *Faerie Queene,* and sonnets by Wyatt, Surrey, Sidney, and Shakespeare. From the French and Italian traditions readings will be drawn from

Montaigne's *Essays,* Rabelais's *Gargantua and Pantagruel,* Machiavelli's *Discourses,* Ariosto's *Orlando Furioso,* and French and Italian lyric poetry. All works will be taught in English, but any knowledge of French or Italian will be useful.

Elective for Sophomores (and Freshmen with consent of the instructor). Second semester. Professor Waller.

34. Seventeenth Century Literature. A critical and historical study of the major poets: Donne, Jonson, Herbert, Marvell, Milton, and Dryden. Three hours of classroom work per week.

Elective for Sophomores (and Freshmen who have taken English 11). Second semester. Omitted 1979–80. Professor Sofield.

36f. Shakespeare. A selection of the plays from the different genres in which Shakespeare wrote and from the different periods of his career: comedy, history, tragedy, romance, the sonnets. Each work selected will be studied in depth, with particular attention to its poetic language, the history of its staging and adaptation to the screen, and the course of its interpretation by scholars and critics down to the present. The works read in this seminar will usually not be those read in English 31 (see above), and a student may take either English 31 or English 36 or both in either order.

Elective for Sophomores (and Freshmen with consent of the instructor). First semester. Professor Cody.

38. The Eighteenth Century English Novel. This course surveys the first group of great English novelists, including works by Defoe, Richardson, Fielding, Sterne, Smollett, Burney, and Radcliffe. Because of the social concerns of these novelists and their self-consciousness about literary form, these works will be equally valuable to those who have a historical interest in eighteenth century England and to those who are primarily interested in the study of the novel. Three hours per week.

Elective for Sophomores. Second semester. Professor Kay.

39. Politics and Prose. A study of the literature of political controversy and social change in England between 1650 and 1790 and the development of new prose forms. An investigation of political attitudes and images of society as expressed in essays, satires, and fictions about contemporary life. Readings from the works of Hobbes, Swift, Defoe, Fielding, Richardson, Johnson, Hume, and Burke. Three hours per week.

Elective for Sophomores. First semester. Professor Kay.

41s. Visionary Writing in England, 1660–1900. A study of selected works of fiction, verse and autobiography by writers who have seen their art as a means of reaching, expressing or creating an alternative reality. Writers to be read may include Bunyan, Collins and his contemporaries, Blake, Wordsworth and Coleridge, Percy and Mary Shelley, DeQuincey, Byron, Keats, Emily Brontë, Swinburne and the Pre-Raphaelite poets, and Hop-

kins. Some consideration will be given to earlier writers, and students will be encouraged to write one independent paper on a twentieth century visionary. Three hours of classroom work per week.

Second semester. Omitted 1979–80. Professor Heath.

43. A Survey of English Poetry: 1600–1750. A Critical and historical survey of English poetry, Elizabethan to Augustan. Poets to be read include Spenser, Donne, Marvell, Milton, Dryden, Pope. Prose selections from Dryden and Samuel Johnson. Three hours per week.

Elective for Sophomores. First semester. Professor Pritchard.

44. A Survey of English Poetry: 1750–1890. A critical and historical survey of English poetry in the eighteenth and nineteenth centuries. Poets to be read include Pope, Wordsworth, Shelley, Byron, Tennyson and Browning. Prose selections from Coleridge and Matthew Arnold. Three hours per week.

Elective for Sophomores (and Freshmen with consent of the instructor). Second semester. Professor Pritchard.

47s. The Nineteenth Century English Novel. The books read vary from year to year. In 1979–80, readings will probably include one or two novels by each of the following writers: Jane Austen, Charlotte Brontë, Charles Dickens, George Eliot and Thomas Hardy.

Second semester. Professor Heath.

50f. Modern Fiction. A seminar course. Texts vary from year to year. In 1978 they included *The Scarlet and the Black*, *The Brothers Karamazov*, *Anna Karenina*, *Swann's Way*, *Ulysses*, *The Magic Mountain*, *The Trial*, and *The Sound and the Fury*. One class meeting per week.

Elective for Sophomores. First semester. Professor DeMott.

52f. Modern and Contemporary Poetry. Readings in British and American poetry 1945–1975: Lowell, Bishop, Jarrell, Larkin, Hill, Merrill, Heaney. Three hours of classroom work per week.

Elective for Sophomores. First semester. Professor Sofield.

53s. Modern Poetry. The course will consider the life and work of six modern poets: Hardy, Yeats, Pound, Eliot, Frost and Stevens. Three hours of classroom work per week. Lectures and discussion.

Elective for Sophomores. Second semester. Omitted 1979–80. Professor Pritchard.

54. Readings in Modern British Fiction. A study of some novels written in the twentieth century and a consideration of the novelist's position in modern society. Thomas Hardy, Joseph Conrad, D.H. Lawrence, and James Joyce are the central figures. Three hours of classroom work per week.

Elective for Sophomores. Second semester. Omitted 1979–80. Professor Craig.

56. Literary History of the Great War 1914–1918. The war considered as a subject of memoir, history, fiction, and poetry. The approach taken is biographical, studying the lives, war experience, and writings of selected English and American men: Charles Carrington, Robert Graves, Ernest Hemingway, Frederic Manning, Siegfried Sassoon, Wilfred Owen, Edward Thomas, and others. The work of some historians who were not participants in the war will be read, such as A.J.P. Taylor. Some reference to important contemporary writers in the modern movement: Yeats, Pound, Eliot, D.H. Lawrence. Some reference to the way other wars have been written about both from eyewitness and from the historical and literary critical point of view: Orwell (Spanish Civil War), E. Wilson (American Civil War), E. Fussell (Second World War).

Elective for Sophomores (and Freshmen with consent of the instructor). Second semester. Professor Cody.

57s. The Mode of Romance. A study of some texts concerned with the interlocking motifs of erotic love, redemptive quest, and social cohesion that constitute a mythic nexus in the tradion of Western culture. Works by Cretien, Chaucer, Malory, Shakespeare, Racine, Mozart, Shelley, Bronte, Wagner, Tolstoi, Eliot, Collette, Truffaut, and Nabokov. All readings in English. Two class meetings per week.

Elective for Sophomores. Second semester. Omitted 1979–80. Professor Cameron.

59. Readings in English Literature. The topic will be Utopias and Anti-Utopias: a study of some literary expressions of the distinction between fantasy and society, ranging from More's *Utopia* and Swift's *Gulliver's Travels* to various twentieth-century examples, and concluding with a brief examination of some features of Joyce's *Finnegans Wake*.

Elective for Juniors. Limited to twenty-five students. First semester. Omitted 1979–80. Professor Craig.

60f. Modern Contemporary Satire and Fiction. Readings chosen from various twentieth century English and American novelists and dramatists such as Shaw, Joyce, Wyndham Lewis, Lawrence, Hemingway, Evelyn Waugh, Salinger, Beckett, Mailer, Flannery O'Connor, Updike, Nabokov, Anthony Powell, Kingsley Amis, Thomas Pynchon. Lectures and discussion. Three hours of classroom work per week.

Elective for Sophomores. First semester. Omitted 1979–80. Professor Pritchard.

66f. Jewish Writers in America. An examination of Jewish writers within the context of American literature and of American society, with special attention to the process of assimilation and the resultant crisis of identity. Among writers discussed are Abraham Cahan, Henry Roth, Saul Bellow, Norman Mailer, Bernard Malamud, and Philip Roth. One two-hour meeting per week.

Elective for Sophomores. Limited to twenty students. First semester. Professor Guttmann.

67. The Emergence of an American Literature. A survey course which investigates the gradual development of a self-conscious and "original" American literature. Particular emphasis will be placed on the stylistic innovations and special cultural concerns which distinguish American writing from the Puritan experiment to the revolutionary national consciousness of Whitman and Melville. Critical pressure will be applied to the assumptions implicit in the conduct of a survey course. Thoughtful comparisons of "major" and "marginal" writers will be encouraged.

Elective for Sophomores. First semester. Professor Guttmann.

68. American Literature After the Civil War. A continuation of English 67. The writers and topics covered in this course will change from year to year. For 1979–80 the course will survey American literature from the end of the Civil War into the twentieth century. Attention will be paid both to the text by itself as a work of art, and to the text within a larger framework of intellectual and cultural history. Writers to be read may include, among others, Whitman, Howells, Twain, Jewett, Harris, Chesnutt, Chief Joseph, Chopin, Adams, Dreiser, Wharton and James.

Elective for Sophomores. Second semester. Professor Wexler.

69. American Culture in Depression and War. A study of literary and artistic responses to the Great Depression and World War II in the novel, the documentary, film, and photography. The primary focus of the course will be on literature but with considerable attention to film and photography. Writings by Dos Passos, Edmund Wilson, Henry Roth, Agee, Bellow, and Mailer. Films of Preston Sturges, Frank Capra, and others; and the photographic work of Evans, Strand, Lange, Bourke-White, and others. Two class meetings a week and a required "laboratory" session at the movies.

Elective for Sophomores. First semester. Omitted 1979–80. Professor O'Connell.

70f. Readings in American Literature. The topic for 1979–80 will be Herman Melville and the American Literary Imagination. This seminar course will attempt to reconstruct the gradual, belated discovery of Melville as a major American writer. We shall seek an understanding of the very different perceptions of Melville's career and work from his own time to the present moment. Why has Melville emerged in the twentieth century as a representative American genius? Can and should his writings be appreciated primarily as "central" expressions of a national imagination? Readings will span Melville's career from *Typee* to *Billy Budd*, including little-read novels (*Mardi* or *Pierre*) and poetry, but time will be reserved for a slow reading of *Moby Dick* and a critical reading of a Melville biography or a recent fiction allegedly influenced by Melville.

Requisite: a prior course on American literature. Elective for Juniors. Enrollment by consent of the instructor. First semester. Professor Peterson.

72. Autobiography. A study of a wide variety of autobiographical literature—St. Augustine, Montaigne, Rousseau, Franklin, Mill, Newman, Thoreau, Tolstoy, Gandhi—and on works that, while autobiographies, may be doubtful as literature—books by (for example) Malcolm X, R.G. Collingwood, Freud, Jung, Einstein, Darwin, George Fox, Julian of Norwich. Major consideration will be given to the many and varied questions that arise when autobiography is taken to be a variety of literature and literature is taken to be a variety of autobiography.

Second semester. Omitted 1979–80.

74. Photography and Literature. A study of vision in nineteenth century America. Among writers discussed are Bradford, Higginson, Edwards, Hawthorne, Emerson, Whitman and Thoreau. Photographers include Southworth and Hawes, Brady, O'Sullivan, Jackson and Stieglitz. The course attempts to provide a broad understanding of the history of American photography as well as insight into the promise it held for writers concerned with ideas of nature, perception and American self-consciousness.

Elective for Sophomores with consent of the instructor. Limited to fifteen students. Second semester. Professor Wexler.

76. Junior Seminar. What is literary study, and what are some of the questions and alternatives the student of literature is confronted with? This course is required for all Junior majors in English.

Second semester. Professor Pritchard.

77. Senior Tutorial. Independent work under the guidance of a tutor assigned by the Department. Open to Senior English majors with the consent of the Department. Students intending to take this course and its continuation, English 78, should submit their proposal to the Department secretary before the end of the preceding spring semester. *Students intending to do a project in verse, play-writing, or autobiography, must submit a substantial example of their work in this mode at that time.* First semester.

D77. Senior Tutorial. This form of the regular course in independent work for Seniors will be approved only in exceptional cases. First semester.

78. Senior Tutorial. A continuation of English 77. Second semester.

D78. Senior Tutorial. This form of the regular course in independent work for Seniors will be approved only in exceptional cases. Second semester.

80. Contemporary Cultural Studies. Topics vary from year to year. In 1979 the focus was upon class relations in contemporary America, and the items studied included performances by Presley and Springsteen, films by John Marshall and others, books by Sennett and Cobb, Norman Mailer, John

Updike and Tom Wolfe. In 1978 the focus was on the Sixties as a consequential moment in American history. One class meeting per week.

Elective for Sophomores. Second semester. Professor DeMott.

Introduction to African Poetry. See Black Studies 33.
First semester. Professor Rushing.

Introduction to Afro-American Poetry. See Black Studies 34.
Second semester. Professor Rushing.

Images of Black Women. See Black Studies 40.
Second semester. Professor Rushing.

83. Literature and Dictatorship in Latin-America. The course will examine a variety of Latin-American writings produced in response to the dictatorships of the post-war era. In addition to standard literary genres (fiction, poetry, drama, essays), special attention will also be paid to diaries, prison letters, political speeches, and Church documents. The course will focus on the relation between these different forms of writing and political events. Authors to be read include: Miguel Asturias, Gabriel Garcia Marquez, Pablo Neruda, Eduardo Galeano, Ernesto Cardenal, Che Guevara, Fidel Castro, Camilo Torres, and Frei Betto. Documents from Medellin (1968) and Puebla (1979), Church reports on human rights violations, and selected works of "liberation theology" will also be examined.

All works will be read in English, but students will be encouraged to read them in the original languages whenever possible. Reading knowledge of Spanish and/or Portuguese helpful. Three class hours per week.

Elective for Juniors (and Freshmen and Sophomores with consent of the instructor). First semester. Omitted 1979–80. Professor Dassin.

84f. Literature in Society: The Case of Modern Brazil. An interdisciplinary exploration of contemporary Brazilian culture. Emphasis on recent poetry, drama and fiction, supplemented by presentation of popular music and *New Cinema* films. Particular attention to the relation between censorship and the arts, literature and other modes of expression. Historical backgrounds; related readings in anthropology, sociology and economics. The course is designed both as an introduction to Brazil and to more general problems of cultural history and criticism: the role of the foreign critic, aesthetics and politics in Latin America, the artist and underdevelopment. In English; knowledge of Portuguese helpful but not required. Three hours of class work per week.

Elective for Juniors (and others with consent of the instructor). First semester. Omitted 1979–80. Professor Dassin.

86. Literature and Politics in Twentieth-Century Italy. Novels by Verga, Svevo, Moravia, Pavese, Vittorini, Lampedusa, and Calvino. Poetry by Montale, Ungaretti, Quasimodo, and others. Background reading in mod-

ern Italian history and political thought, with special emphasis on the writings of Antonio Gramsci. Students will also have the opportunity to see at Smith College Italian neo-realist films of the postwar period. Although the particular situation of one country will provide the object of study, a further purpose of this course will be to discover ways of reading that might serve more generally in taking account of the involvement of works of art in the significant movements of their time and place. In English; knowledge of Italian helpful but not required.

Elective for Sophomores (and Freshmen with consent of the instructor). Second semester. Omitted 1979–80. Professor Waller.

88f. Topics in the Novel. The topic for 1979–80 will be "Henry James and Nineteenth Century Fiction." James's capacious sensibility as a novelist reflects his deep interest in the art of fiction as it was practiced by the great novelists and story writers of the nineteenth century in various societies, in Russia, Franch, England, and America especially. We will read several novels and stories by James (e.g. *The American, Madame de Mauves, Portrait of a Lady, The Bostonians, The Wings of the Dove*), together with fiction by Balzac, Hawthorne, Turgenev, Flaubert, and George Eliot, and James's essays on these writers and on the art of fiction.

Recommended requisite: prior course experience in the reading and study of fiction. Elective for Juniors (and Sophomores with the consent of the instructor). First semester. Professor Cameron.

89. Studies in Poetry. The subject will be the poetry of Alexander Pope. The course will be conducted as a seminar. Three class hours a week.

Elective for Sophomores. Limited to fifteen students. First semester. Omitted 1979–80. Professor Sofield.

91. Writers and Revolutions. The course offers a comparative view of the relation between literature and politics in twentieth century Europe and the Americas. Diverse historical examples will be examined with respect to issues such as *engagement*, the writer and his national situation, accessibility of form and the development of a reading public, the connection between elite and popular culture and the interaction between censorship and creativity. A continuity of themes will focus the inquiry: how does each writer understand the conflict between the individual and the State, personal liberty and collective responsibility, the right to artistic expression and pressures for political conformity? The analysis of primary literary works—primarily fiction and drama—will be supplemented by historical readings, and where appropriate, examples from the other arts. Countries and cases to be examined include: Nazi Germany, Fascist Italy, the Soviet Union, the U.S. in the 1930s, and post-Revolutionary Mexico, Cuba and Brazil. Readings will be in English and/or in the original languages where proficiency permits. Two class meetings per week.

Elective for Juniors (and others with consent of the instructor). First semester. Omitted 1979–80. Professor Dassin.

96. Linguistics: An Introduction for Students of Literature. An introduction to the study of language as a system of signs—its sounds, forms, syntactic structures, modes of meaning and function. The contributions of various schools will be considered, British and American, transformational and structural linguistics, along with a glance at "outmoded" theories and present controversies which may lead to new methods and new conceptions of language. Linguistic analysis will be applied to particular literary texts, to see how it can illuminate notions such as "style," narrative structure, "rhythm," and so forth. Three class meetings per week.

Second semester. Professor Bruss.

97, 98. Special Topics. Independent Reading Courses.

First and second semesters.

EUROPEAN STUDIES

Advisory Committee: Professors Birnbaum*, Carre, Cheyette, Chickering, Commager, Giordanetti, Halsted (Chairman), Kennick, Marshall, Pemberton, Pitkin, D. Sofield‡ and White; Associate Professors Bezucha, Maraniss, Rabinowitz, Scher, Strong, Tiersky‡ and Upton; Assistant Professors Ansbacher‡, J. Davidson‡, Doran, Foglesong, Hunt, Kaufman, Machala, Margolis, Meister, Sweeney, Waller and Zajonc.

European Studies is a major program which provides opportunity for interdisciplinary study of European culture. Through integrated work in the humanities and social sciences, the major examines a significant portion of the European experience and seeks to define those elements that have given European culture its unity and distinctiveness.

Major Program. The core of the major consists of six courses that will examine a significant portion of European civilization through a variety of disciplines. The student will select these courses in consultation with an appropriate subcommittee of the Program. Of these six courses, two will be independent research and writing during the Senior year, leading to the presentation of a thesis in the final semester. In one of the final two semesters the major may designate the research and writing course as a double course (European Studies D77 or D78), in which case the total number of courses required to complete the major becomes seven.

In addition a major will take European Studies 21 and 22 during the

*On leave 1979–80.
‡On leave second semester 1979–80.

Sophomore year or as soon as he or she elects a European Studies major. Save in exceptional circumstances a major will spend at least one semester of the Junior year pursuing an approved course of study in Europe. Upon return, the student will ordinarily elect, in consultation with the advisory subcommittee, at least one course that helps integrate the European experience into the European Studies major. During the second semester of the Senior year he or she will give an oral presentation to faculty and students in the Program of his or or her independent research and writing in progress.

A major is expected to be able to read creative and scholarly literature in at least one foreign language appropriate to his or her program.

When designing their course schedules, majors should give careful study to the offerings of humanities and social science departments at Amherst and the other Valley colleges. To aid in choosing courses, the chairman of the European Studies Program can provide majors with mimeographed lists of pertinent courses given among the Five Colleges.

11. Introduction to European Civilization: The Mode of Romance. An examination of major European texts constituting the mode or genre of "Romance." The course will raise questions about literary history, narrative structure, and textual strategies including claims to historicity and truthfulness. Readings will include *The Romance of the Rose, Orlando Furioso, Winter's Tale* and *As You Like It, La Princesse de Cleves, The Charterhouse of Parma, Aurelia, Henry Esmond, Jane Eyre, The Betrothed, Le Grand Meaulnes, The Four-Gated City*. If possible, relevant films will be considered. All texts will be read in translation, but a reading knowledge of French or Italian would be helpful. Three class hours per week. Non-European Studies majors are welcome.

First semester. Professor Waller.

12. The Renaissance and Renaissances in European History. The course will begin by looking at the phenomenon of "rebirth" as it appeared in literature, fine arts, historiography, and philosophy between the fourteenth and sixteenth centuries. This will lead to a consideration of two kinds of historical self-consciousness: that of the people who lived through these three centuries, and that of the nineteenth-century historians who discovered—or invented—the Renaissance. We will end with a general discussion of our contemporary consciousness of "the Western tradition" as a defining feature of modern European culture. Two class meetings per week.

Second semester. Professor Cheyette.

21s. Readings in the European Tradition. Reading and discussion of a selected number of important works in the European tradition. The works read will be from Antiquity, the Middle Ages, and the Renaissance. Two class meetings per week.

Elective for Sophomores with consent of the instructor. Required for European Studies majors. Second semester. Professor to be named.

22f. Readings in the European Tradition. A seminar devoted to reading and discussion of classic expressions of the cultural development of Modern Europe. The reading list will include works by such figures as Milton, Moliere, Rousseau, Goethe, Balzac, Dostoevsky, and Freud. Two class meetings per week.

Elective for Sophomores. Required for European Studies majors. First semester. Professor Halsted.

The Sociology of Culture. See Sociology 41.
First semester. Omitted 1979–80. Professor Birnbaum.

Culture and Politics in the Weimar Republic. See German 42.
Second semester. Professor White.

Phenomena in Scientific Inquiry: An Historical Approach. See Physics 10.
Second semester. Professor Zajonc.

77, D77. Independent Research and Writing.
Required of all majors in their Senior year. First semester. Members of the Advisory Committee.

78, D78. Independent Research and Writing.
Required of all majors in their Senior year. Second semester. Members of the Advisory Committee.

97. Special Topics. Independent Reading Course.
First semester. Members of the Advisory Committee.

98. Special Topics. Independent Reading Course.
Second semester. Members of the Advisory Committee.

FINE ARTS

Professors Schmalz‡ and Trapp*; Associate Professor Upton; Assistant Professors Harsh, Kaufmann, Macks and Sweeney (Chairman); Visiting Assistant Professors Davies, Leshko and Takeuchi.

Major Program. The Fine Arts major offers the broadest possible means for developing and integrating a student's historical understanding, practical skills, and critical faculties with regard to the visual arts and their values in society. This objective may be accomplished either with emphasis upon

*On leave 1979–80.
‡On leave second semester 1979–80.

work in art history and criticism or upon studio experience. The major program is designed to identify and serve each student's personal interests and capacities through a balanced engagement in the Fine Arts. The work of each major will be served by an advisory committee.

Course Requirements. A major consists of a minimum of eight courses in Fine Arts of which at least two will be taken in the history of art and two in studio. While all students are urged to take Fine Arts 11 or 11s, and 13 or 13s, these introductory courses are not necessarily required. Unless otherwise stated, all Fine Arts courses are open to Freshmen.

Majors may, with departmental permission, elect a Fine Arts 77–78 program of individual work as Seniors. Likewise, they may include a limited number of courses in other departments of Amherst College or neighboring institutions as partial fulfillment of the major program.

Honors Program. In addition to the above requirements, candidates for Honors will, with departmental permission, take Fine Arts 77–78 during their Senior year and present a defense of their completed Honors project during the comprehensive examination.

Note: Those interested in architecture or urban planning as an academic emphasis may wish to consider participating in the program of the Institute for Architecture and Urban Studies in New York City for the Junior year. Exchange credit will be granted for those who successfully complete this program. Those interested may obtain details upon inquiry.

11. Introduction to the History of Art. A chronologically presented survey of the major Western arts from earliest times to the present. Emphasis is placed upon the changing nature of style and content within sequential cultural contexts, and exercises are designed to introduce the student to basic critical and art-historical methods. Three hours per week.

First semester. Professor Schmalz.

11s. Introduction to the History of Art. The development of major arts in the Western tradition, with emphasis on the formal and material character of the several visual arts and their interrelationships within the cultures in which they evolved. Three hours per week.

Second semester. Professor Kaufmann.

13. Introductory Studio. An introduction to the basic principles of art through the study of the visual vocabulary. Studio experiments with a variety of art media. Projects in two and three dimensions. Two three-hour class periods per week. No prior studio experience is required nor special talent expected.

Limited to twenty students. First semester. Professor Sweeney.

13s. Introductory Studio. Same course description as Fine Arts 13.

Limited to twenty students. Second semester. Professor Harsh.

14f. Introductory Sculpture. A studio course designed to explore the basic principles of sculpture. Life and portrait modeling preparatory to individual creation. Aesthetic analysis of works of sculpture. Two three-hour class meetings per week.

Limited to twenty students. First semester. Professor Macks.

16f. Watercolor Painting. An introduction to basic watercolor techniques. The course aims to develop ability to handle the medium confidently and to encourage exploration of its potential for personal expression. Two two-hour studio sessions per week and six additional hours of painting time.

Requisite: Fine Arts 13, 13s, or a comparable course. Limited to twenty-five students. First semester. Professor Schmalz.

17. Basic Drawing. A series of exercises to introduce fundamental representational problems in drawing, especially of the human figure, and to develop the student's knowledge and skill in the techniques and uses of drawing. Two three-hour meetings per week.

Limited to twenty students. First semester. Professor Harsh.

17s. Basic Drawing. Same course decription as Fine Arts 17.

Second semester. Professor Macks.

19. Basic Oil Painting. A set of studio projects to explore fundamental techniques in oil painting, with emphasis on figurative composition. Two three-hour meetings per week.

Limited to twenty students. First semester. Professor Harsh.

19s. Basic Oil Painting. Same course description as Fine Arts 19. Two three-hour meetings per week.

Limited to twenty students. Second semester. Omitted 1979–80. Professor Sweeney.

20f. Intermediate Drawing. A course appropriate for students with prior experience in basic principles of visual organization, who wish to investigate further aspects of pictorial construction using the figure as a primary measure for class work. The course will specifically involve an anatomical approach to the drawing of the human figure, involving slides, some reading, and out-of-class drawing assignments.

Limited to twenty students, with consent of the instructor. First semester. Professor Sweeney.

20. Intermediate Drawing. Same description as Fine Arts 20f. Six hours in class per week.

Limited to twenty students, with consent of the instructor. Second semester. Omitted 1979–80. Professor Sweeney.

21. Three-Dimensional Design. Examination of three-dimensional and structural concepts. Organization of space developed through constructions in a variety of materials. Two three-hour class periods per week.

Limited to twenty students. First semester. Professor Macks.

24. Intermediate Sculpture. A continuation of Fine Arts 14f with the addition of lost-wax casting. Two three-hour class periods per week.

Requisite: Fine Arts 21s or 14f, or consent of the instructor. Limited to twenty students. Second semester. Professor Macks.

26. Intermediate Painting. This course offers students knowledgeable in the basic principles and skills of painting and drawing an opportunity to investigate personal directions in painting. Assignments will be collectively as well as individually directed. Discussions of the course work will assume the form of group as well as individual critiques. Six hours in class per week.

Limited to twenty students, with consent of the instructor. Second semester. Professor Sweeney.

28. Introductory Serigraphy. A series of problems designed to provide students with practice in the several basic techniques of silk-screen printing, and to acquaint them with its varied possibilities for original creative expression. Contemporary idioms will be emphasized. Two two-hour studio periods per week, plus additional studio time.

Requisite: Fine Arts 13, 13s, 21s, or consent of the instructor. Limited to twenty students. Second semester. Omitted 1979–80. Professor Schmalz.

29s. Color Theory and Design. An examination of color in art. Emphasis will be placed on theoretical understanding of color relationships, acquaintance with common historical usages, and practice of color design in ornament and painting. (Fine Arts 29s will alternate with Fine Arts 40, History of Techniques.)

No requisites, but previous studio experience desirable. Limited to twenty-five students. Second semester. Omitted 1979–80. Professor Schmalz.

30. Antiquities in Art: Art and Politics. The course will focus on the ways man defines his political role in society through the use of classical forms in his buildings and decoration. An analysis of the components constituting the classic norm found in the visual arts of late sixth to fourth century B.C. Greece will serve as the point of departure for the investigation of the reappearance of these forms in later cultures with specific political implications. Emphasis will be placed on Pericles and fifth century B.C. Athens, Augustus and Imperial Rome, fifteenth century Florence, sixteenth century Rome, and seventeenth century Versailles.

Second semester. Omitted 1979–80.

31. Themes in Early Medieval Art. A comprehensive view of the medieval illuminated manuscript as the most distinctive expression of medieval art and culture; its character and meaning, forms and techniques, as well as its related arts in goldsmithwork, ivory carving and enamelwork. One meeting per week.

First semester. Omitted 1979–80.

32. Romanesque and Gothic Art. A study of the architecture, painting, and sculpture of western Europe, primarily France, from the eleventh through the thirteenth centuries. Particular attention will be given to the design and decoration of the great abbey churches and cathedrals, among them Mont-Saint-Michel, Cluny, Santiago de Compostella, Paris, Chartres, Amiens. Both thematic and formal development will be considered. Three hours of classroom work per week.

Second semester. Omitted 1979–80.

33. Italian Renaissance Art. An examination of life and artistic expression in Tuscany, Rome, and Venice from 1300 to 1550. Particular attention will be paid to the principal architects, painters, and sculptors from Giotto to Michelangelo. Three hours of classroom work per week.

First semester. Professor Kaufmann.

34. Baroque Art. A study of the major figures and movements in seventeenth century Italy, Spain, and the Netherlands. Focus will be on the work of Annibale Carracci, Caravaggio, Bernini, Velasquez, Rubens, and Rembrandt.

Second semester. Professor Kaufmann.

35. Dutch and Flemish Painting. Realism in painting in the Lowlands from the fifteenth to seventeenth centuries, with emphasis on the works of Jan Van Eyck, Roger van der Weyden, Hugo van der Goes, Bosch, Bruegel, Vermeer, and Rembrandt. Two meetings per week.

First semester. Professor Upton.

36f. The Origins of the Modern Movement. A selective examination of developments in European painting from Neo-Classicism to Impressionism, with emphasis on problems in criticism. One seminar meeting per week. Outside reading and written assignments.

Requisite: Fine Arts 11 or 11s, or consent of the instructor. First semester. Professor Leshko.

37. Modern Art: The Pioneer Years. This year the course will concentrate on cubism and related movements. One seminar per week.

Requisite: Fine Arts 11 or 11s, or consent of the instructor. Limited to fifteen students. First semester. Omitted 1979–80. Professor Trapp.

38. Modern Art: The Avant-Garde. A selective examination of major figures and movements concentrating on developments since World War II.

Developments in American art of the period will be stressed. Two meetings per week.

Requisite: Fine Arts 11 or 11s, or consent of the instructor. Second semester. Professor Davies.

40. History of Techniques. A survey of the traditional techniques of Western art, emphasizing the relationships between techniques and styles. Native ability is not expected since the object of the course is to achieve understanding of artistic problems rather than to produce works of art. Two two-hour studio periods per week.

Requisite: Fine Arts 11, 11s, or equivalent, or consent of the instructor. Elective for Sophomores. Limited to ten students. Second semester. Omitted 1979–80. Professor Schmalz.

43s. Visiting Artist's Studio. The general tone and character of the course will be determined by the visiting artist. The specific problems and their sequence will be established with the interests of both the visiting artist and his individual students in view. Two meetings per week, plus outside work.

Limited to twenty students with consent of the instructor. Second semester. Professor Harsh.

44f. Introduction to the Arts of East Asia. A selective survey of forms and styles that have characterized the visual arts of China and Japan, with considerable attention paid to the relationship between cultural attitudes and artistic expression. Among the topics to be examined will be Buddhist sculpture, Chinese landscape painting, and the Zen-related arts of Japan.

First semester. Professor Takeuchi.

45. Topics in Art History. A critical examination of a variety of historical literature dealing with painting, sculpture, and architecture. The chief aim of the course is to provide a deeper understanding of the methods, purpose and meaning of art history. Topic for 1979–80: Bosch and Bruegel.

Requisite: Fine Arts 11, or 11s, plus one other course in art history, or consent of the instructor. Limited to twelve students. First semester. Professor Upton.

45s. Topics in Art History. A critical examination of a variety of historical literature dealing with painting, sculpture, and architecture. The chief aim of the course is to provide a deeper understanding of the methods, purpose and meaning of art history. Topic in East Asian Art for 1979–80 to be announced.

Requisite: Fine Arts 11, or 11s, plus one other course in art history, or consent of the instructor. Limited to twelve students. Second semester. Professor Takeuchi.

47. Problems in Criticism and Connoisseurship. A study of art criticism within historical contexts intended to sharpen visual perception and to es-

tablish critical standards. Topic for this year: A History of Prints. A history of the graphic arts in western Europe from the fifteenth to the twentieth century, concentrating upon the development of techniques in the hands of major artists such as Durer, Rembrandt, Goya, Daumier and Picasso, and the role of prints in relation to other media.

Requisite: Fine Arts 11 or 11s. Limited to thirty students. First semester. Professor Kaufmann.

The Gothic Age: The Art and Literature of France during the Middle Ages. See Colloquium 32.

Limited to thirty students. Second semester. Professors Giordanetti and Upton.

Religion and Art in Africa. See Religion 25.

First semester. Professor Pemberton.

77, D77, 78, D78. Conference Course. Preparation of a thesis or completion of a studio project which may be submitted to the Department for consideration for Honors.

The student shall with the consent of the Department elect to carry one semester of the conference course as a double course weighted in accordance with the demands of his or her particular project. Elective for Seniors with the consent of the Department.

First and second semesters. The Department.

97, H97, 98, H98. Special Studies for Students Majoring in Fine Arts. Full or half course.

First and second semesters. The Department.

GEOLOGY

Professors Belt*, Brophy* and Foose (Chairman); Assistant Professor Cheney; Visiting Assistant Professors Aadland and Kelly; Dr. Coombs.

Major Program. Course requirements for majoring in Geology generally include Geology 11, 21, 32, 34, 41, and 42. (Students with adequate background may be excused from Geology 11.) In addition, each major is encouraged to engage in at least one semester of independent study and research and write a Senior thesis. Majors should plan a program to include courses in mathematics, chemistry, physics and/or biology, depending upon their specific interests, preparation and abilities within the field of Geology and related sciences.

Students contemplating a major in Geology, or whose interests are di-

*On leave 1979–80.

rected towards geochemistry, geophysics or oceanography, should discuss their interests with the staff as early as possible, in order to elect a proper program of study.

Early in the second semester of the Senior year, each major shall take a comprehensive examination, both written and oral. Part I will encompass those subjects considered to form the basic body of knowledge in the science. Part II will include questions that synthesize geologic knowledge or deal specifically with the major interest of the student. Part III will be an oral examination by the staff.

Students proceeding to graduate school should take the Graduate Record Examination early in their Senior year and should be aware that some graduate schools require reading proficiency in two languages (usually French, German, or Russian), and attendance at an accredited summer field camp in geology.

Honors Program. For a degree with Honors, a student must have demonstrated ability to pursue independent work fruitfully and exhibit a strong motivation to engage in research. A thesis subject should be chosen in the Junior year and must be chosen within the first two weeks of the Senior year. Geology 77, 78 involves independent research in the field or the laboratory that must be reported in a dissertation of high quality, due in April of the Senior year.

Unless otherwise specified, all courses are open to any student having requisite experience.

11. Principles of Geology. Study of the earth and its inhabitants throughout time from the record preserved in the rocks. Review of the processes that denude the earth's land surface (destructional) and those that enlarge the earth's land surfaces (constructional); the origin and distribution of landforms of North America; origin, distribution, and use of natural resources; geologic principles applied to law, engineering, architecture, urban development and industrialization. One all-day field trip. Four hours class and two hours laboratory each week.

First semester. Professors Foose and Aadland.

11s. Principles of Geology. Same course description as Geology 11.

Second semester. Professor Kelly.

21. Mineralogy. The crystallography and crystal chemistry of naturally occurring inorganic compounds (minerals). The identification, origin, distribution and use of minerals. Laboratory work includes mineral synthesis, X-ray diffraction, emission spectroscopy, differential thermal analysis. Three hours lecture, two hours directed laboratory.

Requisite: Geology 11, Chemistry 11, or consent of the instructor. First semester. Professor Cheney.

22. Geology of the Ocean Basins. Origins of the ocean basins, their depth, shape and configuration; hypotheses of sea-floor spreading and plate tectonics; environments of deposition on the shelf, slope, rise, and abyssal plain; beach and nearshore processes; tides, waves, and currents; dynamics of physical, chemical, and organic changes in the oceans. Three hours class and three hours laboratory, field or seminar each week.

Requisite: Geology 11 or consent of the instructor. Second semester. Professor Foose.

23. Geomorphology and Environmental Geology. The application of geologic principles to environmental problems of water resources, flood control, beach erosion, disposal of solid and liquid pollutants, earthquake prediction, and landslide hazards. Emphasis is on man's influence on natural systems such as surface and ground water, estuaries, and nearshore littoral environments. Term project on local environmental problem. Three hours class and three hours laboratory (or project work) each week.

Requisite: Geology 11 or consent of the instructor. First semester. Professor Kelly.

H25. Optical Mineralogy. The optical properties of isotropic, uniaxial and biaxial minerals in polarized light. Diagnostic optical properties and recognition of the common rock-forming minerals in thin section. Three hours combined laboratory-lecture per week. A half course.

Requisite: Geology 11, or concurrent with Geology 21. First semester. Professor Kelly.

32. Igneous and Metamorphic Petrology. A study of igneous and metamorphic processes and environments. Application of chemical principles and experimental data to igneous and metamorphic rocks is stressed. Identification, analysis, and mapping of rocks in laboratory and field. Three hours class and four hours laboratory per week.

Requisite: Geology 21 and Geology H25. Second semester. Professor Cheney.

34. Sedimentology. A study of modern sediments and sedimentary environments as used for interpreting depositional environments of sedimentary rocks. Emphasis is placed on basic research reports on transportation and dispersal, deposition and primary structures, post-depositional processes and diagenesis. Tectonic framework of sedimentary basins and sedimentary models. Laboratory concentrates on thin sections of sedimentary rocks and field application of principles. Three hours class and three hours laboratory each week.

Requisite: Geology 11. Second semester. Professor Aadland.

41. Structural Geology. A descriptive and analytical study of sedimentary, metamorphic, and igneous rock structures, and of the causes of deformation within the context of regional tectonic frameworks. Geologic structures

will be studied and mapped in the field in areas of sedimentary, metamorphic, and igneous rocks during the laboratory. Three hours class and four hours laboratory each week.

Requisite: Geology 32 or consent of the instructor. First semester. Professor Foose.

42f. Paleontology. An introduction to invertebrate fossil organisms, their evolution and paleoecologic significance. After a brief study of basic morphology, the student reads key research reports on ontogenetic variation, taxonomic categories, population dynamics, phyletic trends, and paleoecology. Three hours class and two hours laboratory each week. Field trips.

Requisite: Geology 11 or Biology 13. First semester. Professor Aadland.

43. Geochemistry. The application of chemical principles to geologic processes and equilibria. Emphasis is placed on the application of thermodynamics to geologic problems. This includes consideration of phase and reaction equilibria with regard to the genesis of igneous and metamorphic rocks and hydrothermal ore deposits. In addition, isotope and trace element geochemistry are discussed in the context of applications to geologic problems, which include geochronology and geothermometry. Four hours of class each week.

Requisites: Geology 21 or consent of the instructor. Chemistry 12 recommended. First semester. Professor Cheney.

45s. Vertebrate Paleontology. The evolution of vertebrates as shown by study of fossils and the relationship of environment to evolution. Lectures and projects utilize vertebrate fossils in the Pratt Museum. Three hours class and one discussion/laboratory session per week. Offered in alternate years.

Requisite: One course in biology or geology or consent of the instructor. Second semester. Omitted 1979–80. Dr. Coombs.

46. Economic Geology. Origin, occurrence, distribution uses, and production of fossil fuels, metallic and non-metallic ore deposits. Laboratory devoted to studies of important mining districts, examination of raw materials and their geologic relations, and to a solution of geologic problems related to their occurrence. Three hours class and four hours laboratory each week.

Requisite: Geology 32 and 41. Second semester. Professors Foose and Kelly.

77, 78. Geology Honors. Independent research on a geologic problem within any area of staff competence. A dissertation of high quality will be required.

Elective for Seniors who meet the requirements of the Honors program. First and second semesters. The Staff.

97, H97, 98, H98. Special Topics. Independent reading or research. A written report will be required. Full or half courses.

Approval of the Department chairman is required. First and second semesters. The Staff.

GERMAN

Professor White (Chairman); Associate Professor Scher; Assistant Professor J. Davidson‡.

Major Program. Course requirements for majoring in German consist of German 10 and 11 (or their equivalent), plus six further German courses above the level of German 2.

A major in German will take a written or oral comprehensive examination during the second semester of the Senior year. This examination is designed to test the student's knowledge and interpretive skills in German language, literature, and general culture. A departmental reading list will be provided to aid in preparing for this examination.

Honors Program. In addition to the courses required for a *rite* major, candidates for Honors must complete German 77 and 78, and must present a thesis. They are urged to study an ancient or one other modern foreign language.

The aim of Honors work in German is to offer the candidate the opportunity (a) to explore a chosen field or fields through a more extensive program of readings than is possible in course work; (b) to organize material for the student along historical or analytical lines, usually in the form of a thesis or essay; (c) to acquire a general view of the history and development of German literature or language.

Each candidate will present a thesis or essay on an approved topic. The quality of the thesis, together with the result of the comprehensive examination, will determine the level of Honors for which the Department will recommend the candidate.

1. Elementary German, Part I. A structural approach to the study of German, with emphasis on syntax as the key to a thorough mastery of the language, and with attention to the skills of listening, speaking, reading, and writing. Three class meetings per week plus an additional conversation hour in small sections, with individual work in the language laboratory.

First semester. Professor Davidson and Staff.

‡On leave second semester 1979–80.

2. Elementary German, Part II. A continuation of German 1, with increased emphasis on reading of selected texts. Three class meetings per week plus an additional conversation hour in small sections, with individual work in the language laboratory.

Requisite: German 1 or equivalent. Second semester. Professor Scher and Staff.

5. Intermediate German. Systematic review of grammar, and reading and analysis of selected texts. Three hours per week for demonstration and explanation, one hour per week in small sections for oral practice and discussion. Stress will be placed on acquisition and polishing of verbal and reading skills in the language. Conducted in German.

Requisite: Prior study of elementary German. First semester. Professor Scher.

10. Advanced Composition and Conversation. Practice in free composition in German. Exercises in pronunciation and idiomatic conversation, with supplementary practice in the language laboratory. Oral reports on selected topics. Conducted in German. Three hours per week in class, plus two hours in the language laboratory.

Requisite: German 5 or equivalent. Second semester. Professor White.

11. Introduction to German Literature. An introduction to the technique of understanding and interpreting literature, based on close reading and analysis of representative German texts from the lyric, dramatic, and narrative genres. Training in stylistics and in the terminology of literary criticism. Three class meetings per week. Conducted in German.

Requisite: German 5 or equivalent. First semester. Professor Scher.

20. Medieval German Literature. A study of representative works from each of the four major genres of Middle High German literature, narrative prose, lyric poetry, and the heroic and courtly epic, including *Meier Helmbrecht*, poems of Walther von der Vogelweide, the *Nibelungenlied* and *Tristan*. Reading will be done in New High German translation, with parallel texts in the original. Conducted in German.

Requisite: German 11 or equivalent. Second semester. Omitted 1979–80.

21s. Germany in the Age of Reformation. An examination of literary, political, theological, and artistic events and trends in early sixteenth century Germany. Close study of selected writings of Martin Luther, Ulrich von Hutten, Thomas Müntzer and others, including samples of Luther's translation of the Bible. A survey of Reformation history and the Peasants' Revolt, the impact of Gutenberg's invention on history and culture, and the artistic careers of Dürer, Lucas Cranach Sr., Grünewald, Holbein and others. Conducted in German. Three hours per week.

Requisite: German 11 or equivalent. Second semester. Omitted 1979–80.

23. German Culture of the Eighteenth Century. An exploration of writing and the fine arts in eighteenth century Germany, with emphasis on drama, fiction, essays, and the interaction of music and language. Selected readings in Gottsched, Winckelmann, Lessing, the young Goethe, and others. Listening assignments in J. S. Bach, Mozart, and Haydn. Conducted in German. Three hours discussion per week, with occasional outside listening assignments.

Requisite: German 11 or equivalent. First semester. Professor White.

24. German Classicism. Study and analysis of representative works of Goethe and Schiller within the broader context of German Idealism and its major aesthetic, philosophical, and moral concerns. Readings include drama, poetry, and essays. Conducted in German. Three hours per week.

Requisite: German 11 or equivalent. Second semester. Omitted 1979–80.

25. German Romanticism. An examination of the changing aesthetic climate in Germany around 1800; the emergence of a new mode of imagination and artistic vision. Close study of selected Romantic poetry and prose against a background of related developments in philosophy, religion, and the arts. Texts by Wackenroder, Tieck, Novalis, Brentano, Eichendorff, Hölderlin, E.T.A. Hoffmann and others. New concepts of irony, wit, myth, and symbol as formulated in the theories of the Schlegels. Romantic painting: Runge, Friedrich, and the Nazarenes. Romantic music and the Lied: Weber, Schubert, Schumann, and Mendelssohn. Conducted in German.

Requisite: German 11 or equivalent. First semester. Omitted 1979–80.

26f. Topics in Nineteenth-Century German Literature: Realism. A study of literary works representative of Poetic Realism. Readings will include novellas by Gotthelf, Keller, C. F. Meyer, Stifter, and Storm, a drama by Hebbel, and a novel by Fontane. Conducted in German. Three hours per week.

Requisite: German 11 or equivalent. First semester. Professor Davidson.

35s. Studies in Twentieth-Century German Fiction. An examination of major works of prose fiction within the context of social and political change. The development of new forms of narration. Rilke, Thomas Mann, Kafka, Hesse, Grass, Böll, and others. Conducted in German. Three hours per week.

Requisite: German 11 or equivalent. Second semester. The Staff.

36f. German Literature in Translation. Selected works of German literature in a rapid survey from the medieval period to the present. Readings in the original German may be assigned for those with sufficient command of the language. Three hours per week.

First semester. Omitted 1979–80.

38. German Drama of the Twentieth Century. Studies in German drama of the period with emphasis on the Expressionists, Brecht, and post-World

War II dramatists. Three hours per week. Conducted in German. To alternate with German 40.

Requisite: German 11 or equivalent. Second semester. Omitted 1979–80.

40. German Poetry of the Twentieth Century. Interpretation of German verse of the period, with emphasis on George, Rilke, Hofmannsthal, the Expressionists, and post-World War II poets. Three hours per week. Conducted in German. To alternate with German 38.

Requisite: German 11 or equivalent. Second semester. Omitted 1979–80.

42. Culture and Politics in the Weimar Republic. An exploration of literature, drama, music, and painting in Germany during the period 1918–1933, with emphasis on the interaction of art and politics. Readings, listenings, and viewings of works by such figures as Brecht, Thomas and Heinrich Mann, Tucholsky, Schönberg, Berg, Hindemith, Beckmann, Barlach, and Nolde. Readings and discussions in English, with some assignments in German for students who command the language. Three hours per week.

Second semester. Professor White.

44. Contemporary Germany. A study of social, political, and cultural developments in East and West Germany since World War II. Reading and discussion of essays, newspaper and magazine articles and other texts of topical interest will aim to increase familiarity with current linguistic usage as well as to create awareness and understanding of the major concerns and problems of contemporary German society. Conducted in German. Three hours per week.

Requisite: German 10 or equivalent. Second semester. Professor Scher.

77, 78. Honors Course for Seniors.

First and second semesters. The Department.

97. Special Topics. Independent Reading Course.

First semester. The Department.

98. Special Topics. Independent Reading Course.

Second semester. The Department.

HISTORY

Professors Cheyette, Czap‡, Davis, Gifford, Greene, Halsted, Hawkins, Levin, Moore (Chairman) and Petropulos; Associate Professors Bezucha and Campbell*; Assistant Professors Gross* and Lewandowski; Professor Emeritus Commager, Simpson Lecturer in History.

*On leave 1979–80.
‡On leave second semester 1979–80.

The study of History helps us to understand the differences and similarities between our own lives, thoughts, and habits and those of past peoples in the Americas, Europe, Asia, the Middle East and Africa. It allows us to understand ourselves better by comparing ourselves to others. It allows us to understand other people better through seeing them in their own contexts, as well as in comparison to other peoples and to ourselves. And it focuses upon and serves to explain the ways in which peoples throughout the world have experienced change.

History Department offerings introduce students to these ways of looking at and understanding the past, as well as to a variety of both traditional and innovative types and techniques of historical investigation.

The student majoring in History should develop both a knowledge of the past and skill in the historian's craft.

Major Program. The History major program is designed to foster the forms of understanding outlined above. All History majors are required to take at least eight courses. One of these must be History 11, taken preferably during Freshman or Sophomore year, and another must be History 91, the Senior seminar for all History majors. (History 91 will be offered for the first time in the fall semester of 1981.) Honors majors will fulfill these requirements and, in addition, take at least two courses, normally History 77 and 78, towards the completion of their honors essays.

The Department requires two particular courses of all majors, History 11 and History 91, for the purposes of emphasizing essential dimensions of historical theory and practice and of enabling History majors to share a common intellectual experience. History 11, the Introduction to History, is designed to act out some of the ways by which a comparative historical consciousness, sensitive to the realities of change, continuity and variety in human affairs, can illuminate a significant theme or moment in history. History 91, the Senior seminar in History, is designed to provide an opportunity for students with considerable experience in historical study to reflect together on the relationship between historical theory and practice.

Based on our judgment that historical knowledge is knowing what is different and what is similar, the Department has devised the following distribution requirements in order to ensure the geographical and chronological breadth in a History major program. In making their course selection, students are expected to take courses in at least three of the following five geographically-defined areas: the Americas, Europe, Asia, the Middle East and Africa. Majors are also expected to elect at least one course primarily concerned with pre-nineteenth century history.

Because the Department believes a History major should also be characterized by some principle of coherence, we expect all majors to focus in considerable depth on a primary field of interest: geographical, chronological, comparative and/or topical. The primary fields should be defined by students in close consultation with their Department advisors.

Comprehensive Examination. Students who are candidates for honors, and who have received a grade of B or higher in the Senior seminar will fulfill the Department's comprehensive examination requirement by completion of their theses. Other majors will be expected to have demonstrated before the middle of their last semester a comprehensive knowledge of their primary fields of interest to an evaluating committee of the Faculty. The mode of the evaluation need not be the same for all majors and may be designed individually to test the skills each student has developed.

Honors Program. Students who are candidates for honors will normally take two courses, History 77 and History 78, in addition to the eight courses required of all majors. With the approval of their Departmental advisor, honors candidates may also take either History 77 or History 78 as a double course. In special cases, and with the approval of the entire Department, a student may be permitted to devote more than three courses to his or her honors project.

Unless otherwise specified, all courses are open to Freshmen.

The major program described above will apply to all students in the class of 1982 and later classes who declare a History major after September 1979. History 91, the Senior seminar for History majors will be offered for the first time in the fall semester of 1981.

11. Introduction to History: Scarcity and Plenty in History. The problem of economic scarcity confronts the world with increasing urgency today. Energy shortages, on the one hand, and conflicts between rich nations and poor, on the other, dramatize a central fact of human history: what men are able to do with their lives on this planet is necessarily shaped by environmental constraints.

This course will examine the meaning of scarcity within different social contexts and the varieties of ways people in history have dealt with scarcity (and by contrast, have responded to abundance). Because this course concerns the uses societies make of their resources, it will necessarily deal with such environmental topics as land, climate, and geography. And since what any society makes of its environment depends on the numbers of its people, the course will consider the effects of disease upon populations. To study the history of scarcity is, in the broadest sense, to study the history of the interplay between nature and culture; hence, the course will show how social and political organizations, ideas, and technology have been used to cope with problems of scarcity.

These topics will be exemplified in representative case studies: West Africa and subsistence farming in the tropics; colonialism and its impact on village India; the Irish famine of the 1840s and the British response; and the frontier experience of the United States. Among the themes to be discussed are the transition from the age of scarcity to the abundance of the industrialized world and the possibility that the era of abundance is now coming to an end.

Required of all History majors. Three meetings per week. First semester. Professors Czap, Lewandowski, Moore and Petropulos.

EUROPE

15. Medieval and Early Modern Society. An introduction to some major themes of western European history from late antiquity through the seventeenth century. Lectures will cover such topics as demographic patterns, social classes, family life, moral ideals, political and economic organizations. Through a reading of the works of some great historians we will also explore the ways in which Europeans have conceived of this thousand years of historical experience. One lecture and two seminars per week.

First semester. Professor Cheyette.

16. Modern Europe. An introduction to the history of Europe since the eighteenth century: a discussion of the old regime and the French Revolution; the Industrial Revolution; the progress of liberal reform; nationalism and the development of modern nation states; imperialism and subsequent decolonization; world depression and totalitarianism in an era of two world wars; the Cold War and the Common Market. Three class meetings per week.

Second semester. Professor Halsted.

18. Europe in the Twentieth Century. A survey of the causes and consequences of Europe's loss of world hegemony in our century. Lectures, readings, and discussions, with special attention given to the Great War, the Cold War which began in 1917, and the significance of the events of 1968 for eastern and western Europe. Two class meetings per week.

Second semester. Professor Bezucha.

19. The Beginnings of European Society. The time period from which the materials of this course are drawn is commonly known as the Middle Ages. Largely through a reading and discussion of primary documents—letters, chronicles, trial records, contracts, literary works—the course will explore the structure of peasant society between c. 1000 and c. 1300 and the ecclesiastical and aristocratic world that was built upon it. Emphasis will be placed (1) on the fundamental changes that took place in the structure of society and in the way Europeans imagined that society, and (2) on the radical differences between their assumptions and our own. Two meetings per week.

First semester. Professor Cheyette.

20. The Formation of European Powers. Readings and discussion address the manner in which fourteenth-, fifteenth-, and sixteenth-century Europeans (of the period we call the Renaissance) consciously and unconsciously shaped their relations with each other in this world and with

Being or beings in the next, founding forms of organization that would endure until the nineteenth century. Two meetings per week.

Second semester. Professor Cheyette.

The Renaissance and Renaissances in European History. See European Studies 12.

Second semester. Professor Cheyette.

21. Modern European Social History. Lectures and discussions on three major topics of European social history since 1500: social organization (from corporate society to social classes), mentalities (religion, magic, and science), and social movements (the changing forms of politics and collective protest). Two class meetings per week.

First semester. Professor Bezucha.

23. Topics in Modern European Intellectual History. The rise, triumph and decline of European liberalism, from the era of Locke and the "Glorious Revolution" of the seventeenth century, to the age of Keynes and the "end of laissez-faire" in the twentieth century. Particular attention will be given to the roles played by, e.g., the French *philosophes* and by such figures as Tocqueville and J. S. Mill in liberalism's revolutionary confrontation with traditional conservatism, and in its ambivalent relationship to the growth of democracy and socialism. Two seminar meetings per week.

Elective for Sophomores. First semester. Professor Halsted.

24. Modern European Thought. In this course some dominant currents in European Intellectual History since 1700 are viewed in relation to their social and political context. Such themes as the continuing impact of the Enlightenment and of the Romantic Movement, or the growth of Positivism will be studied through the reading and discussion of works of a few major representative figures, e.g., Rousseau, Mill, Tocqueville, Marx, Weber or Freud. Particular emphasis will be given to thinkers of the late nineteenth century and the early twentieth century, ca. 1860–1920. Three class meetings per week.

Elective for Sophomores. Second semester. Omitted 1979–80. Professor Halsted.

25s. Victorians and Edwardians. The people and culture of nineteenth century England will be studied through recent biographical and historical works and through a wide range of writings from the period itself including autobiographies, social criticism, novels, and poetry. One seminar meeting per week.

Second semester. Omitted 1979–80. Professor Halsted.

28. Seminar on European Popular Culture. The specific focus of the course changes each year. During the spring of 1980, it will be taught jointly (cross-listed as Mt. Holyoke History 297) and meet one day at Mount Hol-

yoke College and one day at Amherst College. Two class meetings per week.

Europe has experienced three revolutions in the past two centuries. The first was political, the second was economic, and the third was what Raymond Williams calls "the cultural revolution": the dramatic shift from a largely oral and iconographic world to one of universal literacy and the technology of modern communications. By means of readings, lectures, discussions, films, and slides the class will examine the meaning of this revolutionary change for the lives of ordinary men and women, as well as the responses of selected writers, artists, and social theorists to the culture of democratization.

Elective for Sophomores. Second semester. Professors Bezucha and Barrows (Mt. Holyoke).

31. Russia. A History of Russia until Approximately 1880. An examination of the roots of Russian culture in the Kievan and Muscovite periods; the development of social and political institutions in the Imperial period, including serfdom and bureaucratic absolutism. Three class meetings per week.

First semester. Professor Czap.

32. Russia. A History of Late Imperial and Soviet Russia. Russia during the period of industrialization and constitutional monarchy; the revolutions of 1917; the reestablishment of social order and the development of Russian society under the Communist Party into the 1930s. Emphasis throughout on the development and transformation of social and political structures. Three class meetings per week.

Second semester. Omitted 1979–80. Professor Czap.

34. Topics in Russian History. The Soviet Union as Multinational State. Resurgent nationalism is one of the critical domestic issues facing Soviet society today. The seminar will consider the Soviet Union as a multi-national state and society and examine the circumstances for their cultural and political implications. Consideration will also be given to one or more additional multinational states for comparative purposes. Introductory core reading, individual research projects and discussions. One meeting per week.

Elective for Sophomores. Second semester. Omitted 1979–80. Professor Czap.

40f. Modern Greece. An examination of modern Greek society from the fifteenth century to the present, with the focus on the imperialist contexts (Ottoman and modern) in which it developed and on the forms of adaptation and resistance to those contexts. Modern Greek attempts to relate effectively to the classical and Byzantine past will be considered as a vital part of this focus. Three class meetings per week.

First semester. Omitted 1979–80. Professor Petropulos.

ASIA

41s. Indian Civilization I: Traditional India. (This course is offered as Anthropology 21 in alternate years.) A general survey of South Asian civilization. The course will deal with the origins of Indian society, the development of the Hindu tradition, the major heterodoxies, and the coming of Islam to the subcontinent. The course will also examine village life, the traditional family, and the principles of caste. Special attention will be given to folk religion.

Second semester. Omitted 1979–80. Professor Lewandowski.

42. Indian Civilization II: Contemporary India. This course will emphasize the theme of colonialism and decolonization, and will raise the following questions. What impact did the British have on the Indians' sense of their own identity in the nineteenth and twentieth centuries? Once free, how are they shaping their history? After an introduction to the indigenous history and society of the Indian people, and a general theoretical exploration of colonialism, the course will emphasize the impact of colonial rule on the political, social, cultural and economic development of the Subcontinent. It will trace the Indian nationalist movement for independence, and assess the role played by M.K. Gandhi as a leader of non-violent struggle. Lectures and discussions will also focus on the period since World War II, and the ways the Indian nation has attempted to shape policies of modernization. A comparison will be made with the Chinese revolutionary path to change. Films and slides will be used extensively. Two class meetings per week.

Second semester. Professor Lewandowski.

45. Modern East Asia and the West. The course introduces Chinese and Japanese history from the early nineteenth century to the present. Lectures, readings and class discussion will examine the main features of traditional East Asian cultures, problems arising from the impact of the West on East Asia, the responses of China and Japan to the challenge of contributing to an emerging world community in the twentieth century. Audio-visual aids will be used to present the principal events and personalities. Two class meetings per week.

First semester. Omitted 1979–80. Professor Moore.

47. Japanese Civilization and Culture. An introduction to the distinctive ideas, culture and sociopolitical organization of old Japan before extensive contact with the West. Through lectures, readings, discussion and visual aids, the course will explore the origins of Japanese civilization, Shinto mythology and formation of the early imperial state, Buddhist influence on religious ideas and artistic expression in temple architecture and sculpture, the courtly tradition reflected in the literary works of women in the Heian period, and the rise of an elite samurai culture of Zen, tea and the sword

and its reaction to the coming of Christianity in the sixteenth century, and the thought and society of a "closed-country" during 200 years of isolation from the world and unbroken peace under the rule of samurai warriors in the seventeenth and eighteenth centuries. Two class meetings per week.

First semester. Omitted 1979–80. Professor Moore.

48. Japan since 1800. The course examines Japan's emergence in the nineteenth century from more than 200 years of self-imposed isolation, the process of political and economic modernization, and the attempt to find a secure and significant place in the Western-dominated world of the twentieth century. Lectures, readings and discussions will focus on the formation of a modern state, industrialization, Western imperialism and the rise of Pan-Asianism, the great depression and the rise of military government in the 1930s, postwar Japan under U. S. military occupation, and problems of rapid economic growth in recent years. Visual aids, original sources in English, and Japanese guests will help students form a direct impression of modern Japan. Two class meetings per week.

Second semester. Professor Moore.

Introduction to Asian Civilization. See Asian Studies 11.

First semester. Professor Tyler and Staff.

Japanese Literature and Culture. See Asian Studies 13.

First semester. Omitted 1979–80. Professor Tyler.

East and West. See Asian Studies 19.

First semester. Professor Moore and the Committee.

MIDDLE EAST

51. The Middle East from 600 to 1300 A.D. An historical examination of Islamic civilization, its origins, its nature, and its development. Special attention will be given to the dynamism and diversity of Islamic civilization during this period and to the respective contribution of Arabs, Persians, and Turks to it. Two class meetings per week.

First semester. Professor Petropulos.

52. The Middle East from 1300 to the Present. From the formation of the Ottoman Turkish and the Safavid Persian states to the emergence of a multistate system in the twentieth century, with particular emphasis on the interaction of traditional forms indigenous to the region and external forces from the outside, on intra-regional and inter-ethnic variation, and on the twentieth century quest for self-determination, modernity, and development by Arabs, Jews, Persians, and Turks. Two class meetings per week.

Second semester. Professor Petropulos.

53. The History of Israel. This course will consider aspects of the Jewish experience in modern Europe; the origins and development of Zionism in

Europe, America and Palestine before 1939; the Holocaust and the creation of the state of Israel; and the political, social and diplomatic history of Israel since 1948. One seminar per week.

First semester. Professor Levin.

UNITED STATES

American Studies: The 1890s. See American Studies 11.

First semester. The American Studies Department. Students may elect American Studies 11 twice for credit.

56f. Twentieth Century America. The course broadly traces United States social, political, and intellectual history from 1919 to the present, with emphasis on tensions between traditional American Liberalism and trends toward centralization and collectivization. Among topics considered: the Red Scare, Herbert Hoover's associationalism, New Deal and Fair Deal, the debates over relativism and pluralism, McCarthyism, the civil rights movement, Black Power, the New Left, Watergate, and the domestic experience of war. Three meetings per week, lectures and discussions.

First semester. Professor Hawkins.

57s. Seminar in Southern History. Selected topics with emphasis on forces that have affected Southern particularism.

Second semester. Omitted 1979–80. Professor Hawkins.

58f. The Progressive Generation. A study of the responses to change made by Americans in the generation from 1890 to 1920. By concentrating upon a single generation the course will explore some of the interrelations among politics, literature, business, the professions, religion, and popular culture. One three-hour seminar meeting per week.

First semester. Professor Greene.

59. Nineteenth Century America: The Emergence of a Modern Society. A survey of American social history from 1790 to 1850. The transformation of America from a largely rural and localistic society based on authority and tradition into an expansive, competitive one, propelled by individual initiative and technological change. The major themes are progress—its costs and benefits—and the emergence of rational attitudes toward life. Topics include: the "demographic transition" and the adoption of birth control; the takeoff to economic growth and the beginnings of industrialization; the democratization of American politics; urbanization, and the appearance of the Victorian family. The problem of slavery and the persistence of white racism are treated as tests of modern rationality. Two class meetings per week.

First semester. Omitted 1979–80. Professor Gross.

60f. Nineteenth Century America: The Response to Industrialism. A survey of social history from 1850 to 1900. On the eve of the Civil War the United States was just embarking on its career as a modern industrial state. By the turn of the century, industrial society had matured; the large organization—the national corporation, the university, the professional organization, the political machine—dominated the social landscape. This course traces the elaboration of industrial society, with emphasis on the economic development, social tensions, and ideological confusions it produced. Topics include: urbanization, immigration, and ethnic politics; working class culture and labor unrest; the conquest of the West; domesticity and women's roles; race relations; and the political and economic crises of the 1890s. Two class meetings per week.

First semester. Omitted 1979–80. Professor Gross.

61s. American Diplomatic History I. A study of the domestic and the international determinants of America's role in world politics from the Revolution to the First World War. Among the topics to be considered are ideology and foreign policy in the early Republic; the origins and evolution of the Monroe Doctrine; American expansion on this continent and across the Pacific; America and late nineteenth century imperialism; Theodore Roosevelt and world politics; and war, revolution, and Wilsonian diplomacy. Offered in alternate years.

Second semester. Professor Levin.

62f. American Diplomatic History II. A study of the domestic and the international determinants of America's role in world politics from the First World War to the Korean War. Among the topics to be considered are Wilson's effort to create a liberal world order at the Paris Peace Conference of 1919; the League of Nations controversy in American politics; the question of American isolationism in the 1920s; the response of Republican and New Deal diplomacy to the Depression, the rise of fascism, and the breakdown of the Versailles world order; isolationism, internationalism, and American entry into World War Two; the debate over the origins of the Cold War; and the creation of the Truman Doctrine and its globalization amid the domestic and international pressures caused by the Chinese Revolution and the Korean War. Offered in alternate years.

First semester. Omitted 1979–80. Professor Levin.

63. American Intellectual History: Rewriting the Constitution. Does the Constitution of 1787 need revision and modification, or is it still adequate for the problems of governance in the late twentieth and twenty-first century? Students will address themselves, singly and in small committees, to the problem of revising the Constitution, where revision is needed, with special reference to the problems of dual federalism, Presidential power, the role of judicial review, the responsibility of the national government for maintaining equality and protecting general welfare, the conduct of war,

the relation of government to natural resources, and the responsibilities created by membership in the United Nations and other international organizations. One two-hour class meeting per week.

Limited to eighteen students, with preference to Seniors. Admission with consent of the instructor. First semester. Professor Commager.

64. American Diplomatic History III. A study of the domestic and the international determinants of America's role in world politics from the Korean War to the present. Among the topics to be considered are Eisenhower, Dulles and the diplomacy of the Soviet-American rivalry in an era of decolonization; Vietnam, Latin America and greater power diplomacy at the height of American liberal globalism under Kennedy and Johnson; and the response of Nixon's and Kissinger's diplomacy to such issues as the Vietnam War, conflict in the Middle East and Africa, the Chinese-Soviet-American triangular relationship, and changes in the world political economy. Offered in alternate years.

Second semester. Omitted 1979–80. Professor Levin.

65. Community and Individualism in Early America. A study of the tensions between liberal individualism and the bonds of community in the development of American society. The course will focus on tensions within the Puritan communities of New England, the Quakers' "Holy Experiment," the semi-aristocratic society of Virginia, and the experience of the American Revolution. Two meetings per week.

First semester. Omitted 1979–80. Professor Greene.

66. Seminar in American Educational History. The development of ideas and institutions since the late nineteenth century. One two-hour meeting per week.

Second semester. Omitted 1979–80. Professor Hawkins.

68f. Seminar in American Intellectual History: The Bill of Rights. This seminar will explore the concept of rights in society and the role of the courts in defending and preserving those rights. The seminar will deal with controversies over the meaning of freedom of speech, press, religion, due process of law, equal protection of the laws, the nature of equality, the relations of civil and military; newly emerging problems of capital punishment, privacy, reverse discrimination and the problem of judicial review in a democracy. Materials will be drawn chiefly from legal cases. One two-hour seminar per week.

Elective for Freshmen and Sophomores with consent of the instructor. First semester. Professor Commager.

AFRICA, CARIBBEAN, LATIN AMERICA

69. Caribbean History: Pre-Columbian to Emancipation. A history of the Caribbean from the pre-Columbian period to the European imposition of

slavery and the eventual emancipation of the slaves. Particular emphasis will be placed on the institutional complex of the plantation slave economy, the response of the slaves to the system, and attention will be given to the interrelationship among the economic, political and humanitarian factors that influenced Emancipation. Two class meetings per week.

First semester. Omitted 1979–80. Professor Campbell.

70. **Modern Caribbean History.** An examination of the transition of the Caribbean society from slavery through colonialism to independence. The course will examine the post-emancipation labor dynamics, metropolitan control, race, color, class and caste in the society; it will deal with population movements, growth of trade unions and their interrelationships with political parties, constitutional development and the independence movement. Attention will be given to post-independence trends, problems and potentialities. Two class meetings per week.

Second semester. Omitted 1979–80. Professor Campbell.

71. **African History to 1880.** A general history of Africa from the Axumite, Nubian and Nile Valley Kingdoms to the nineteenth century. Attention will be given in the lectures to migrational patterns and the emergence of states and imperial systems; the rise of monarchies in the Sudan forest areas and in central Africa; where relevant, consideration will be given to relations between African states and the development of institutions. Especial attention will be paid to North Africa. Two class meetings per week.

Requisite: Previous course work in the Department of History or consent of the instructor. First semester. Professor Davis.

72. **Topics in Modern African History: Modernism in Twentieth Century Africa.** This course will deal with the impact of exploration, missionary activity, European penetration and imperial systems, the Congress of Berlin and the African reaction. Special emphasis upon Ethiopia, Angola, and the Congo. Much of the reading is from scholarly journals. An essay will be required. Two class meetings per week.

Second semester. Professor Davis.

COMPARATIVE AND OTHER SPECIAL TOPICS

77, D77. **Independent Research,** culminating in one or more pieces of historical writing which may be submitted to the Department for a degree with Honors. Normally to be taken as a single course but, with permission of the Department, as a double course as well.

Elective for Juniors and Seniors. First semester. The Department.

78, D78. **Independent Research.** Same course description as 77, D77.

Elective for Juniors and Seniors. Second semester. The Department.

83. The City in Evolution. This seminar will trace the development of cities at different stages in their historical evolution, and will concentrate on the way space is used in the city. The following are some of the topics to be discussed: the origin of cities; the ancient sacred city, the Muslim city, the medieval European city, the colonial city, the industrial city in Europe and America, the megalopolis, modernization in the third world, and urban space and planning. Comparative material will be drawn from America, Europe, the Middle East, Africa and Asia, but an emphasis will be placed on civilizations such as India that have had a long history of urban development. One class meeting per week.

First semester. Professor Lewandowski.

88. Resistance Movements During and After World War II. A comparative study of total war, social revolution, and international politics with particular attention to the impact of organized resistance and its diversity of outcome on the contemporary world. The selection of movements for special focus will vary from year to year. One seminar per week.

Second semester. Professor Petropulos.

89. Seminar in Recent American History. Students will pursue in depth topics in social, political, economic, and intellectual history and lead seminars which they have helped plan. In addition, the group will pursue a core of common readings. The writing for the course consists of a major research paper, including preliminary prospectuses and drafts.

Admission by consent of the instructor. First semester. Omitted 1979–80. Professor Hawkins.

97, H97, 98, H98. Special Topics. Independent Reading. Full or half course.

First and second semesters.

RELATED COURSES

Comparative Slave Systems in Africa and the Americas. See Black Studies 63.

First semester. Omitted 1979–80. Professor Campbell.

The African Roots of Blacks in the Diaspora. See Black Studies 64.

Second semester. Omitted 1979–80. Professor Campbell.

Classical Civilization. See Classics 23.

First semester. Professor Griffiths.

Classical Civilization. See Classics 24.

Second semester. Professor Marshall.

Greek History. See Classics 32.

Second semester. Omitted 1979–80.

History of Rome. See Classics 33.
First semester. Professor Basto.

European Economic History. See Economics 27.
Requisite: Economics 11. First semester. Omitted 1979–80. Professor Aitken.

American Economic History. See Economics 28.
Requisite: Economics 11. Second semester. Professor Aitken.

The History of Economic Ideas. See Economics 29.
Requisite: Economics 11. First semester. Professor Aitken.

Problems in Economic History. See Economics 32.
Requisite: Economics 27 or 28 and consent of the instructor. Restricted to fifteen students. Second semester. Omitted 1979–80. Professor Aitken.

Literature in Society: The Case of Modern Brazil. See English 84f.
First semester. Omitted 1979–80. Professor Dassin.

American Religious History I. See Religion 33.
First semester. Professor Wills.

American Religious History II. See Religion 34.
Second semester. Omitted 1979–80. Professor Wills.

LATIN AMERICAN STUDIES

Amherst students interested in majoring in Latin American Studies have the following two options: (1) they can construct a major within the Spanish section of the Romance Language Department which fulfills the requirements for the Spanish major established in this catalogue but which emphasizes the Latin American area; (2) they can, in conjunction with an advisor and with the approval of the College Committee on Special Programs, design their own Latin American Studies major, taking advantage of the varied Five-College offerings in the field. (See the publication *Latin American Studies*, compiled under the auspices of the Five College Office.)

Those students interested in the first option should consult with appropriate members of the Romance Languages Department, while those interested in the second are advised of the following faculty at the College who are available for counselling in Latin American Studies: Professor Dassin of the English Department, Professors Campbell and Davis of the History Department, Professor Staelin of the Economics Department, and Professors Garrels, Johnson and Maraniss of the Romance Languages Department.

Students choosing either of these two major programs, as well as students with majors in fields other than Latin American Studies, are eligible,

subject to Amherst faculty approval, to participate in the Certificate Program in Latin American Studies offered at the University of Massachusetts. This is not a major program and is viewed as supplementary to work done in the major.

Individual courses related to the Latin American area which are offered at the College include: English 83s and 84f; History 69 and 70; Spanish 27, 28, 34 and 45; Black Studies 50; Political Science 24 and Economics 36.

LEGAL STUDIES

Professors Arkes, Dizard, Greene, Gross*, Hawkins, Kateb, Kearns*, Machala, Meister, Nelson and Sarat.

Ethics. See Philosophy 34.
Second semester. Professor Feldman.

American Government. See Political Science 21.
First semester. Professor Sarat.

Law, Politics and Society. See Political Science 22.
Second semester. Professor Sarat.

Political Obligations. See Political Science 23.
First semester. Professor Arkes.

Political Theory from Hobbes to Marx. See Political Science 28.
Second semester. Professor Kateb.

Approaches to International Justice. See Political Science 38.
Second semester. Professor Machala.

The American Constitution. See Political Science 41s.
Second semester. Professor Arkes.

Political Theory from Plato to Machiavelli. See Political Science 49.
First semester. Professor Kateb.

The Courts, the Constitution and the Limits of Law. See Political Science 50.
Second semester. Professor Sarat.

Seminar in Constitutional Law. See Political Science 51.
First semester. Professor Arkes.

Twentieth Century America. See History 56f.
First semester. Professor Hawkins.

*On leave 1979–80.

Nineteenth Century America: The Emergence of a Modern Society. See History 59.
First semester. Omitted 1979–80. Professor Gross.

Nineteenth Century America: The Response to Industrialism. See History 60f.
First semester. Omitted 1979–80. Professor Gross.

American Intellectual History: Rewriting the Constitution. See History 63.
First semester. Professor Commager.

Community and Individualism in Early America. See History 65.
First semester. Professor Greene.

Seminar in American Intellectual History: The Bill of Rights. See History 68f.
First semester. Professor Commager.

The Sociology of Professions. See Sociology 32f.
First semester. Omitted 1979–80. Professor Dizard.

Character and Social Structure. See Sociology 34.
Elective for Juniors and Seniors with consent of the instructor. Second semester. Professor Meister.

Economics and Property Rights. See Economics 20.
Second semester. Omitted 1979–80. Professor Staelin.

The Regulated American Economy: Public Policy, Pricing, and Corporate Finance. See Economics 25.
First semester. Professor Nelson.

LINGUISTICS

Amherst College offers a course in Linguistics (English 96) and Psycholinguistics (Psychology 36). Hampshire College offers courses in Language Theory, Applied Linguistics, and Sociolinguistics. Mount Holyoke College has a course in Communication Theory. The University of Massachusetts offers courses on both the undergraduate and graduate level in Speech and Language Theory, Phonetics, General Linguistics, Phonological Theory, and Syntax.

LUCE SEMINARS

1. Max Weber. A study of Max Weber's contribution to the comparative study of religious-ethical traditions within the context of his concern to understand modernity and the conditions for responsible action within it. The seminar will concern itself with the entire range of Weber's thought. It will move from his seminal studies on vocation in the modern world to his historical and comparative studies of religion. These in turn will be related to his method of study and to his analyses of the institutions and structures of legitimacy in the modern world. Throughout the seminar, attempts will be made to demonstrate the unity of Weber's thought, his self-conscious opposition to the other great thinkers of his time (e.g., Marx, Nietzsche), and the continuing relevance of his work for the comparative study of religious ethics.

First semester. Professors Little, Strong and Wills.

2. Jewish and Christian Ethics. A comparison of the ethical traditions of Judaism and Christianity. Emphasis will be placed on the different patterns of ethical reasoning within the two traditions, particularly with regard to the use of scripture. Readings will be drawn from both classical and contemporary sources.

Second semester. Professors Little and Niditch.

MATHEMATICS

Professors Bailey, Denton, Mauldon and Starr*; Visiting Professor Schweizer; Associate Professor Armacost (Chairman); Assistant Professors Cox, Kidwell†, and Polit; Visiting Assistant Professor Donoghue.

Major Program. The basic minimum course requirements for a major are Mathematics 11, 12, 21, 22, 25, 26, Physics 13, 14 or an alternate approved by the Department, and at least three more courses in Mathematics. Physics 18 may be substituted for the Physics 13–14 combination. Students with a strong background in Mathematics may be excused from certain courses such as Mathematics 11. It is recommended that such students take the Advanced Placement Examination in Mathematics.

For *rite* majors, a comprehensive examination will be given during the first seven weeks of the second semester of their Senior year. Students who complete all the requirements for the major in some other department may

*On leave 1979–80
†On leave first semester 1979–80.

also graduate *rite* in Mathematics provided they have fulfilled all the *course* requirements in Mathematics.

A student considering a major in Mathematics should consult with a member of the Department as early as possible, preferably during the Freshman year. This will facilitate the arrangement of a program best suited to the student's ability and interest, whether it be in Mathematics, secondary school teaching, or a non-mathematical career. If possible, the student should complete two courses during the Freshman year and should have completed all required courses by the end of the Junior year.

For a student considering graduate study in Mathematics, an Honors program and a reading knowledge of two foreign languages (usually German, French or Russian) are extremely desirable. Such a student is advised to take the Graduate Record Examination early in the Senior year.

Honors Program. For a degree with Honors, the following courses are required: Mathematics 41 and either Mathematics 42 or Mathematics 44. Students are admitted to the Honors program on the basis of a qualifying examination given during the second semester of their Junior year. Before the end of the Junior year, an individual thesis topic will be selected by an Honors candidate in conference with a member of the Department. After an intensive study of this topic, the candidate will write a report in the form of a thesis which should be original in its presentation of the material, if not in content. All students majoring in Mathematics are expected to attend the Mathematics Colloquium during their Junior and Senior years, and Honors candidates will report to the colloquium on their thesis work during the Senior year.

10. Finite Mathematics. A course intended primarily for non-mathematics majors. Emphasis will be placed on topics having applications in the social sciences. Elementary discrete probability theory (counting techniques, independent trials, expected values), elementary matrix algebra with applications to Markov chains, decision theory, simulation, linear programming, and assorted topics in operations research. Four class hours per week.

Second semester. Professor Bailey.

11. Introduction to the Calculus. Basic concepts of limits, derivatives, antiderivatives; applications; the definite integral, simple applications; circular functions and their inverses; logarithms and exponential functions. Four class hours per week. Note: Students with a weak background in high school mathematics have often experienced difficulty with Mathematics 11; for this reason, such students are advised to enroll in Mathematics 11s, in the spring. The longer semester in Mathematics 11s permits a more thorough treatment of the same material as in Mathematics 11. Four class hours per week.

First semester. The Department.

11s. Introduction to the Calculus. Same description as Mathematics 11. Second semester. The Department.

12. Intermediate Calculus. A continuation of Mathematics 11. Applications of integration to volume, arc length and related problems; methods of integration; conic sections and general second degree equations in two variables; hyperbolic functions; polar coordinates; parametric equations and vectors; infinite series, power series and the Taylor development; L'Hôpital's rule. Four class hours per week.

Requisite: A grade of C− or better in Mathematics 11 or the consent of the Department. Second semester. The Department.

12f. Intermediate Calculus. Same description as Mathematics 12. First semester. The Department.

14. Mathematics Applicable to Economics. An introduction to the mathematical techniques which are most important for modern economics, including selections from the differential calculus of several variables, elementary linear algebra and matrix theory, and elementary differential equations. Applications of these techniques to optimization problems, linear and nonlinear programming, and to simple economic models. Four class hours per week.

Requisite: A grade of C− or better in Mathematics 11 or consent of the instructor. Second semester. Omitted 1979–80.

15. The Design and Analysis of Computer Algorithms. A selection of topics from computer science including: readings on the development of computers, architecture of modern computers, introduction to structured programming, elementary data structures, sorting and searching techniques, and the analysis of complexity of computation. While this course should not be regarded as an introduction to computer programming, no previous experience with computers will be required. Four class hours per week. Offered in alternate years.

Limited to twenty students. First semester. Professor Bailey.

17. Introduction to Probability and Statistics. Elementary probability, including statements of the law of large numbers and the central limit theorem; distribution functions of frequent occurrence in statistics, such as the Normal, Poisson, Chi square and Student's t, and their use in hypothesis testing and estimation; roles of the law of large numbers and the central limit theorem in hypothesis testing and estimation (including errors of Type I and Type II); a brief introduction to analysis of variance and nonparametric methods. Four class hours per week.

Requisite: Mathematics 11. Except with special permission of the departments concerned, this course and Economics 15 may not both be taken for credit. First semester. Professor Denton.

17s. Introduction to Probability and Statistics. Same description as Mathematics 17.

Second semester. Professor Denton.

18. Topics in Geometry. Axiomatic systems. Completeness and consistency. Axioms of incidence and extension. The foundations of Euclidean and non-Euclidean geometry. Their relevance to the real world. Other applications of geometry. Three class hours per week. Offered in alternate years.

Requisite: Mathematics 12. Second semester. Omitted 1979–80. Professor Mauldon.

21. Multivariable Calculus. Introduction to partial derivatives; multiple integrals in two and three dimensions; line integrals in the plane; Green's theorem; the Taylor development and extrema of functions of several variables; implicit function theorems; Jacobians. Four class hours per week.

Requisite: A grade of C or better in Mathematics 12 or the consent of the instructor. First semester. Professors Bailey and Polit.

21s. Multivariable Calculus. Same description as Mathematics 21.

Second semester. Professor Armacost.

22. Advanced Calculus. Completeness of the real numbers; topology of n-space including the Bolzano-Weierstrass and Heine-Borel theorems; sequences, properties of functions continuous on sets; infinite series, uniform convergence; surface integrals; divergence theorem; Stokes' theorem. Four class hours per week.

Requisite: Mathematics 21. Second semester. Professor Polit.

25. Algebra I. The study of a finite-dimensional abstract vector space and the algebra of linear transformations which act on it, together with the isomorphic algebra of matrices; the dual space; the effect of a change of basis; invariant subspaces; minimal polynomial of a transformation, characteristic vectors; various canonical forms. Four class hours per week.

Requisite: Mathematics 12. First semester. Professor Cox.

26. Algebra II. A brief consideration of properties of sets, mappings, and the system of integers, followed by an introduction to the theory of groups and rings including the principal theorems on homomorphisms and the related quotient structures; integral domains, fields, polynomial rings. Four class hours per week.

Requisite: Mathematics 25. Second semester. Professor Cox.

28. Differential Equations. Elementary methods of solution, theory of linear systems, general existence and uniqueness theorems, geometric theory, stability, applications. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 21. Second semester. Professor Bailey.

30f. Numerical Analysis. Practical computer methods for treating numerical problems, considered in conjunction with relevant theoretical matters and practical applications. Topics chosen from: approximation and evaluation of functions, derivatives, and integrals; numerical solution of systems of linear and nonlinear equations, eigenvalue problems, and differential equations; convergence, stability, efficiency, and error analysis of approximation methods; numerical optimization. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 12. First semester. Omitted 1979–80.

33. Theory of Numbers. An introduction to the theory of rational integers; divisibility, the unique factorization theorem; congruences, quadratic residues. Selections from the following topics: Diophantine equations; Waring's problem; asymptotic prime number estimates; continued fractions; algebraic integers; unique factorization domains. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 12. First semester. Professor Mauldon.

36. Statistics. Intermediate probability; forms and sketches of proofs of the law of large numbers and the central limit theorem; Neyman-Pearson theory of hypothesis testing and estimation; properties of some parametric and non-parametric tests of wide applicability; introduction to decision theory. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 17. Second semester. Professor Denton.

41. Functions of a Complex Variable. An introduction to analytic functions; complex numbers, derivatives, conformal mappings, integrals, Cauchy's theorems; power series, singularities, Laurent series, analytic continuation; Riemann surfaces; special functions. Four class hours per week.

Requisite: Mathematics 21. First semester. Professor Armacost.

42. Functions of a Real Variable. An introduction to Lebesgue measure and integration; topology of the real numbers, inner and outer measures and measurable sets; the approximation of continuous and measurable functions; the Lebesgue integral and associated convergence theorems; the Fundamental Theorem of Calculus. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 22. Second semester. Professor Mauldon.

44. Topology. An introduction to general topology; the topology of Euclidean, metric and abstract spaces, with emphasis on such notions as continuous mappings, compactness, connectedness, completeness, separable spaces, separation axioms, and metrizable spaces. Additional topics may be selected to illustrate applications of topology in analysis or to introduce the student briefly to algebraic topology. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 22. Second semester. Omitted 1979–80.

77. Honors Course.
Elective for Seniors with the consent of the Department. First semester. The Department.

78. Honors Course.
Elective for Seniors with the consent of the Department. Second semester. The Department.

97. Special Topics. Independent Reading Course.
First semester. The Department.

98. Special Topics. Independent Reading Course.
Second semester. The Department.

MELLON SEMINAR

3s. Risk, Value and Choice in Modern Technology. The Seminar this year will deal with technology and some of its ramifications. Technology has different levels of meaning in different areas of inquiry. An attempt will be made to understand the effects of such variation on discussions involving certain contemporary questions and to sharpen consequently the definition of the term. In particular several problems will be discussed from alternative viewpoints. Topics will be chosen from among the following areas: development of drugs and medicines, disarmament, the antiballistic missile debate, the development of genetic engineering, computer science, problems of persistent pesticides, recent innovations in medicine and clinical practice, development of supersonic transport, the discovery and use of nuclear energy, and public interest science. With the participation of colleagues from within the College and of guest speakers from without, some of the interrelated social, political and scientific dimensions of these problems will be discussed together with a parallel assessment of the impact of such technological change on human values. Explicit attention will be paid to the role of risk and value in the planning of research and development and in the acceptance, rejection and use of technological innovation in the formulation of public policy. Three hours per week.
Second semester. Professor Fink.

MUSIC

Professor McInnes; Associate Professors Reck and Spratlan (Chairman); Assistant Professors Ansbacher‡, and Grayson; Professor Emeritus Mishkin, Lecturer in Music.

Major Program. It is the intention of the Music Department that those completing the major should not only have a thorough grounding in the traditional scholarly aspects of the discipline—music theory and music history—but should be alert as well to other modes of experiencing and thinking about music, through the study of composition, music outside the classical Western tradition, and where possible, performance.

A command of music theory is essential, for it provides a necessary understanding of the materials of Western music. The study of music history investigates the nature of tradition and style, and provides a sense of social, intellectual, and artistic context. Composing acquaints the student with the decisions, emotional involvement, and projection of musical self entailed in the creative process. The study of world music is important: first, because it introduces the student to a wealth of great art whose materials and aesthetic are different from our own and, second, because it develops a sensitivity to cultural context. Performance, for those with adequate training and experience, is culminative, and is concerned with the emotionally charged transformation of idea into sound.

Eight semester courses are needed to complete the *rite* major (except in the case of those students concentrating in performance, who must complete the equivalent of nine courses, including at least four half-courses in instrumental or vocal instruction: c.f. *Performance Guidelines* below). Of these, the following seven courses, or their equivalents at other institutions, are required: *Music Theory* (Music 11, 32 and 33); *Music History* (Music 21 and 22); *Composition* (Music 69); and *World Music* (Music 23 or 24).

(In special cases a student may request exemption by examination from a required course. This should be taken up with one's advisor.)

A student may concentrate in music theory, music history, composition, ethnomusicology, or performance; this ordinarily entails electing a number of courses in one's field of concentration beyond those required.

The Department of Music urges all prospective majors to see the Chairman early on so that a satisfactory sequence of courses may be arranged. We urge, as well, that students acquaint themselves with the wide variety of music courses available through five-college interchange. (For example, courses in African-American Music are offered at the University of Massachusetts and Hampshire College; in electronic music at the University of Massachusetts, Hampshire College, and Smith College; etc.)

‡On leave second semester 1979–80.

Above all, the Department is committed to helping the student put together a program that is most suited to his or her interests and aspirations. Thus, regular contact with one's advisor is essential.

Honors Program. In the Senior year a student may elect to do honors work. This may result in a critical, historical, theoretical, or ethnomusicological thesis; a major composition project; or a full recital. The thesis course, Music 77–78, should be elected in the Senior year. A student interested in honors work should, if possible, consult with his or her advisor during the first semester of the Junior year.

11. Introduction to Music. A comprehensive introduction to the theoretical basis of Western music. Topics to be discussed will include intervals, scales, keys, melody, rhythm, harmony, texture, and form. Two class meetings and one ear training section per week.

Requisite: Ability to read music, and either performing experience or Music 15 or Music 15s. First semester. Professor Grayson.

11s. Introduction to Music. Same description as Music 11.

Second semester. Professor Spratlan.

15. Listening. The course will pursue the development of acute listening skills, principally as regards the Western classical tradition, but with reference also to non-Western, folk, and popular music. Emphasis will be placed on the development of an aural sense of historical, idiomatic, and stylistic context. Reading musical notation will be included as a regular part of the course instruction. No musical background whatsoever is required or assumed. Two class meetings and one listening section per week.

First semester. Professor McInnes.

15s. Listening. Same description as Music 15.

Second semester. Omitted 1979–80.

16. Masterpieces. A continuation of Music 15. A detailed study of several masterworks from the orchestral, operatic, choral and solo literature. Special emphasis will be given to the diverse ways in which the elements of music may be combined. Two class meetings a week.

Requisite: Music 15. Second semester. Professor McInnes.

21. History of Western Music I. A study of music written during the Medieval, Renaissance, and early and middle Baroque periods of music history. The emphasis is on the stylistic characteristics of these periods and of individual composers, as observed in the close study of the shape and effectiveness of specific pieces. Relationships among music, the visual arts, and historical events will be included.

Requisite: Music 11 or consent of the instructor. First semester. Professor Ansbacher.

22. History of Western Music II. A study of works from the late Baroque, Classic, Romantic, and Impressionist periods. The approach will be similar to that described above for Music 21.

Requisite: Music 11 or consent of the instructor. Second semester. Professor Grayson.

23. Music of the Whole Earth. A survey and exploration of the richness and variety of ways of looking at, organizing, and making sound into what is called music in different parts of the world. The course covers tribal, folk, and classical music systems of Oceania/Polynesia, the Far East, Asia, Europe, the Middle East, Africa, and the Americas. There will be comparative studies of world concepts of melody, harmony, polyphony, timbre, form, ensembles, and the techniques and styles of playing and making instruments. Two class meetings per week.

First semester. Professor Reck.

24. Music in Java and Bali. An interdisciplinary seminar in the music and culture of Java and Bali. Readings in art, religion, poetry, the shadow puppet plays and other dramatical forms, dance, history, and anthropology will place musical expression—particularly the *gamelan* orchestras of Java and Bali—within its context as one "apple" on the human cultural tree. Actual performance on the instruments of the Amherst Gamelan Ensemble is an integral part of the course.

Limited to fifteen students. Second semester. Professor Reck.

26. The Sound Machine: Musical Instruments, Their History and How They Are Made. A study of musical instruments, their mechanics and history and evolution, their mythology and function in cultures, past and present, throughout the world. Included are various systems of classification, acoustics and (musical) technology, and instruments as art-works; the invention and building of relatively simple musical instruments in each of the four families (idiophones, membranophones, aerophones, and chordophones). Two class meetings per week. This course will be offered every third year.

Limited to twenty students. Second semester. Omitted 1979–80. Professor Reck.

29, H29, 30, H30. Performance. See performance guidelines below.

32. Theory of Tonal Music I. Basic principles of harmonic and contrapuntal technique. Triads and their inversions, secondary dominants, seventh chords and their inversions, counterpoint in two parts. Written and analytical exercises. Ear training and keyboard harmony are taught in an additional section (to be arranged) each week.

Requisite: Music 11 or consent of the instructor. Second semester. Professor Mishkin.

33. Theory of Tonal Music II. A continuation of Music 32. Modulation, suspensions, linear chords, chromaticism, counterpoint in two and three parts. Written and analytical exercises. Ear training and keyboard harmony are taught in an additional section (to be arranged) each week.

Requisite: Music 32 or consent of the instructor. First semester. Professor Mishkin.

34. Analysis. Musical structure, the notation of reductive and graphic analyses, theoretical and critical methodology. Two class meetings per week.

Requisite: Music 33 or consent of the instructor. Second semester. Omitted 1979–80.

35. Modal Counterpoint. The theory and compositional practice of music in the sixteenth century as exemplified in the works of Lassus, Palestrina, and Byrd. Written exercises in two and three parts. Techniques of melodic and contrapuntal analysis. Practical exercises in basic musicianship, sight singing, and score reading.

Requisite: Music 32 or consent of the instructor. Offered in alternate years. First semester. Omitted 1979–80.

36. Tonal Counterpoint. The theory of tonal music as exemplified in the works of Bach. Written and analytical exercises. Practical exercises in basic musicianship, keyboard harmony, and score reading. Two class meetings and one section (to be arranged) a week.

Requisite: Music 32. Offered in alternate years. Second semester. Omitted 1979–80.

38. Introduction to Tonal Composition. This course deals with the application of tonal musical materials to the process of composition. The student will begin with simple exercises and may expect eventually to write short pieces using traditional forms as models, such as the invention, the fugue, and the sonata. Instruction in the extended tonal techniques of the late nineteenth century will also be included. Students will meet regularly as a group and periodically on an individual basis with the instructor to discuss their work.

Requisite: Music 33 or consent of the instructor (two semesters of harmony and counterpoint or their equivalent are assumed as preparation). Offered in alternate years. Second semester. Omitted 1979–80.

43. The Classical Style. A study of late eighteenth century style as exemplified by the symphonic, operatic, and chamber works of Haydn, Mozart, and their contemporaries. Three class meetings per week.

Requisite: Music 11. Offered in alternate years. First semester. Omitted 1979–80. Professor Ansbacher.

44. Beethoven. A study of the piano, chamber, orchestral and choral music. Three class meetings a week. Offered in alternate years.

Requisite: Music 11 or consent of the instructor. Second semester. Professor Grayson.

45. Opera. A survey of the stylistic development of the musical drama from 1600 to the present, with concentrated investigation of representative works by Handel, Mozart, Verdi, and Wagner. Two class meetings per week.

Requisite: Music 11 or consent of the instructor. Offered in alternate years. First semester. Omitted 1979–80. Professor McInnes.

47. Nineteenth Century Music. Topics in the music of the Romantic era; post-Beethoven chamber and orchestral music; the miniatue and the monumental; the effect on musical language of the programmatic idea; nationalism and literary influences; lyric opera and the Music Drama. Two class meetings per week.

Requisite: Music 11 or consent of the instructor. Offered in alternate years. First semester. Professor Grayson.

48f. Twentieth Century Music. A survey of the various strands of development which comprise the history of art music in the twentieth century: impressionism, atonality, dodecaphony, the jazz influence, and the rise of neoclassicism. Considerable attention will also be devoted to innovations since 1945 and their implications for the future. The approach will be largely nontechnical, but some previous experience in music is advised. Three class meetings per week.

Requisite: Music 11 or consent of the instructor. Offered in alternate years. First semester. Omitted 1979–80.

50f. Music in the United States. A study of American musical culture from the colonial period to the present: the development of popular and folk idioms, contributions of various ethnic minorities, the contemporary scene; with special emphasis on the fusion of European and African elements (in blues, jazz, rock, soul, and pop), and the country music of the Appalachians. Three class meetings per week.

First semester. Professor Reck.

53. Orchestral Music. This course will examine symphonies, programmatic music, and concerti from the Baroque to the twentieth century by such composers as Bach, Vivaldi, Haydn, Mozart, Beethoven, Berlioz, Mendelssohn, Brahms, Tschaikovsky, Debussy, Stravinsky, and Bartok. Two class meetings per week.

Requisite: Music 11 or consent of the instructor. Offered in alternate years. First semester. Omitted 1979–80. Professor Ansbacher.

69. Composition. A course in elementary composition beginning with simple inventions and emphasizing the study of twentieth century techniques. Included in the course will be demonstrations of orchestral instruments. Two meetings per week.

Requisite: Ability to read music. Knowledge of traditional music theory is not required. First semester. Professor Spratlan.

70. Composition. A continuation of Music 69. Two class meetings per week.

Requisite: Music 69. Second semester. Professor Spratlan.

71. Composition Seminar. Composition according to the needs and experience of the individual student. One class meeting a week and private conferences. This course may be repeated.

Requisite: Music 69 and 70, or the equivalent, and consent of the instructor. First semester. Professor Spratlan.

72. Composition Seminar. A continuation of Music 71. This course may be repeated.

Requisite: Music 71, or the equivalent, and consent of the instructor. Second semester. Omitted 1979–80.

77, D77, 78, D78. Conference Course. Advanced work for Honors candidates in music history and criticism, music theory, ethnomusicology, composition, or performance. A thesis, a major composition project or a full-length recital will be required. No student shall elect more than one semester as a double course. A double course or a full course.

First and second semesters.

97, H97. Special Topics. Independent Reading Course. Full or half course. First semester.

98. H98. Special Topics. Independent Reading Course. Full or half course. Second semester.

Performance. The general guidelines regulating performance instruction under either plan outlined below are as follows:

1. Consult the chairman of the Amherst Music Department who will assist in arranging for teachers and auditions.
2. One hour of private instruction and nine hours of practice a week are expected.
3. Unless otherwise arranged with the Department, all performance courses will be elected as a half course.
4. Two half courses in performance may be counted as the equivalent of one full course for fulfilling degree requirements. Study for less than two consecutive semesters will not be counted toward satisfying degree requirements.
5. A student electing a performance course may carry four and a half courses each semester, or four and a half courses the first and three and a half courses the second semester.
6. Only with special permission of the Department may students elect more than one performance course in a semester.

PLAN I. Under a cooperative arrangement with Smith College, performance courses are offered in keyboard, string and wind instruments and in voice. Instruction will be given by members of the Music Department of Smith College. Course listings, requisites and instructors can be found in the Smith course bulletin. Under Plan I, a separate Five College Interchange Course Application is completed by the student for each semester course in performance, listing his instrument and the appropriate Smith course number. These application blanks are available at both the Registrar's and Music Department's offices.

PLAN II. Amherst College Music H29, H30. Under this plan students consult the chairman of the Amherst Music Department who will assist the students in making arrangements for private instruction with teachers approved by the Department. Registration should be under the course listing: Amherst College—Music H29 or H30; students should insure that they are also listed with the Music Department Office.

Note: An extra fee is charged to cover a portion of the expense for this special type of instruction. For 1979–80 the fee charged the student for each semester course will be $200.

Those students who are receiving financial aid will be given additional scholarship grants in the full amount of these fees. Other students may apply to the financial aid office for short-term loans if necessary to enable them to pay their fees on schedule, or may apply for a partial Friends of Music Scholarship through the Music Department Office.

Requisite: An instrumental or vocal proficiency of at least intermediate level. Elective for Freshmen with the consent of both the Amherst Music Department and the instructor. This course may be repeated. First and second semesters.

NEUROSCIENCE

Advisory Committee: Professors Dempesy*, George, Sorenson and Waggoner.

A student may receive the B.A. degree from Amherst with an interdepartmental major in Neuroscience. This program is designed for those students who wish either to have the breadth of experience this program provides or to prepare for graduate study. The major is organized around course offerings of the various science departments whose disciplines are fundamental to work in Neuroscience.

Major Program. Each student, in consultation with a member of the Advisory Committee, will construct a program that will include a basic ground-

*On leave 1979–80.

ing in biology, chemistry, physics, and psychology, as well as advanced work in some or all of these disciplines. The program will begin with the following basic courses:

Physics 13 and 14, or 15 and 18;
Chemistry 11, 12, and 21;
Psychology 26f;
Biology 21, 30, and 35.

To round out the basic program, each student, in consultation with an advisor, will choose at least three additional advanced courses from these four disciplines. At least two of these courses must be specifically related to Neuroscience. A list of approved courses may be obtained from any member of the Advisory Committee.

It is important that a prospective major consult with a member of the Advisory Committee early in his or her academic career in order to plan a sequence of basic courses and to determine which advanced courses to select in each discipline. All Junior and Senior majors will attend the Neuroscience Seminar where topics of current interest are discussed.

Honors Program. Candidates for the degree with Honors should elect Neuroscience 77 and D78 in addition to the above program. An Honors candidate may choose to do Senior Honors work with any faculty member from the various science departments who is willing to direct relevant thesis work.

The comprehensive examination will be administered by members of the Advisory Committee.

77, D78. Neuroscience Honors. The work consists of a seminar dealing with problems of current interest in Neuroscience and the preparation of a thesis based upon an individual investigation under the direction of a faculty member.

Full course first semester. Double course second semester. The Committee.

97, H97, 98, H98. Special Topics. Independent Reading. Full or half course. First and second semesters.

PHILOSOPHY

Professors Epstein (Chairman) and Kennick; Visiting Professor Feldman; Associate Professor Kearns*; Assistant Professors deVries and Spelman.

Major Program. Philosophy 13 or its equivalent; Philosophy 17 and 18; Philosophy 34; at least one of Philosophy 32 and Philosophy 35; at least three

*On leave 1979–80.

other courses in Philosophy within a program approved by the Department; a comprehensive examination. Majors are invited to organize and participate in the activities of the Philosophy Club.

Honors Program. Candidates for Honors in Philosophy will complete the *Major Program* and enroll in the Senior Honors sequence, Philosophy 77 and D78, which will be devoted to a special Honors project culminating in a thesis or comparable body of writing. Students will be admitted to Philosophy 77 only upon application to the Department. The Department will interview applicants to determine their qualifications for admission to the Honors Program. At the beginning of the second semester of the Senior year, students who seek admission to Philosophy 78D will be asked to meet with the Department to determine whether the Honors project can be completed no later than May 1. Students who have completed Philosophy 77 but who either are not permitted or choose not to enroll in Philosophy 78D will be assigned a grade for the work completed in Philosophy 77. Students continuing in the Honors sequence will receive a single grade for all three courses upon completion of Philosophy 78D.

Comprehensive Examination. Normally majors will take their comprehensive examination early in the first semester of their Senior year. The examination will consist of questions distributed to the student two weeks before the due date. The student may choose to do a wholly oral examination, a wholly written examination, or a partly oral and partly written examination. An oral explication of any part of an examination that is written will be required. The format of the examination is subject to change but only after consultation with the students who would be affected by the change.

11. Introduction to Philosophy. Training in philosophical reasoning. Classical and contemporary authors, chosen to exemplify basic problems of philosophy, will be discussed.

Limited to fifty students. First semester. Professor deVries.

11s. Introduction to Philosophy. Same course description as Philosophy 11.

Limited to fifty students. Second semester. Professor Epstein.

13. Introduction to Logic. The analysis of and the relations between propositions. The categorical, hypothetical, alternative and disjunctive syllogisms. The elements of sentential and quantificational logic, their formalization and the concepts of consistency, completeness and decidability. Three class hours per week.

First semester. Professor Epstein.

17. Ancient and Medieval Philosophy. A survey of European philosophy from 600 B.C. to A.D. 1400, with emphasis on Plato, Aristotle, the Stoics, Epicureans, and Skeptics, Plotinus, Augustine, Anselm, Abelard, and

Aquinas. Reading and discussion of selected works of the period. Three class hours per week.

Limited to seventy-five students, preference to Amherst College students. First semester. Professor Kennick.

18. Early Modern Philosophy. A survey of European philosophy from 1400 to 1800, with emphasis on Bacon, Hobbes, Descartes, Leibniz, Spinoza, Locke, Berkeley, Hume, and Kant. Reading and discussion of selected works of the period. Three class hours per week.

Limited to seventy-five students, preference to Amherst College students. Second semester. Professor Kennick.

19s. Nineteenth and Twentieth Century Philosophy. A survey of European philosophy from 1800 to the present, focusing on Positivism and reactions against it through an examination of the writings of Comte, Mill, Mach, Carnap and the Vienna Circle, Marx, Lenin, Nietzsche, Horkheimer, Merleau-Ponty and Habermas. Three class hours per week.

Requisite: Philosophy 18 or consent of the instructor. Elective for Sophomores. Second semester. Professor deVries.

21. Topics in Philosophy. This course surveys (a) the work of one philosopher, or (b) a period or school of philosophy, or (c) the basic historical writings in a subject not taught in regular courses. This course may be repeated for credit by permission of the Department.

In 1979–80 the topic will be *Hegel's Philosophy of Mind.* An examination of Hegel's philosophy of subjective spirit, focusing on his epistemology, theory of action and metaphysics of mind and identifying as well the fundamental presuppositions of his ethical and social theory. No prior knowledge of Hegel is required and care will be taken to introduce important background information. Though an analytic approach will be used, we will be concerned to set Hegel in his historical and philosophical context.

Requisite: Some familiarity with the history of philosophy as given, for example, in Philosophy 17 and 18. First semester. Professor deVries.

21s. Topics in Philosophy. This course is devoted to the study of one work of social philosophy, or one social philosopher, or one school of social philosophy. This course may be repeated for credit by permission of the Department.

The topic will be *Moral Problems in Medicine and Medical Research:* a philosophical investigation of selected problems (e.g., the ideas of health and disease, death and dying, experimentation on human subjects, coercion, consent and paternalism in medicine, the allocation of scarce medical resources, abortion, the right to medical care), including some basic readings in moral philosophy (e.g., Aristotle, Kant, Mill).

Requisite: Consent of the instructor. Elective for Sophomores. Limited to thirty students. Second semester. Omitted 1979–80. Professor Kearns.

31. Aesthetics. A critical examination of selected theories of the nature of art, expression, creativity, artistic truth, aesthetic experience, interpretation and criticism. Special emphasis is placed on the thought of modern philosophers and critics. Three class hours per week.

Requisite: Consent of the instructor. (Suggested: two Philosophy courses passed with at least a C.) Elective for Sophomores. First semester. Omitted 1979–80. Professor Kennick.

32f. Metaphysics. A critical examination of selected metaphysical theories in the light of the arguments used to support them. The topics of sample theories include: appearance and reality; sense-data; solipsism; space, time, infinity; universals; the existence of God; the nature of mind.

Requisite: Consent of the instructor. (Suggested: two Philosophy courses passed with at least a C.) Elective for Sophomores. First semester. Professor Spelman.

34. Ethics. A critical examination of representative types of ethical theories (e.g., the theories of Plato, Aristotle, Hobbes, Hume, Kant, Mill, Nietzsche, Bradley and Dewey) with emphasis on the idea of morality, the nature of moral properties, the relevance of human nature to morality and to the standard of right conduct, the role of reason and sentiment in morality, some connections between self, society and others, and methods of moral inquiry.

Second semester. Professor Feldman.

35s. Epistemology. A treatment of some of the problems concerning the nature and acquisition of knowledge, such as self-knowledge, knowledge of other minds, knowledge of the external world.

Requisite: Permission of the instructor. (Suggested: two Philosophy courses passed with at least a C.) Elective for Sophomores. Second semester. Professor deVries.

48. Philosophy of Science. The view of scientific theories "as axiomatic calculi in which theoretical terms and statements are given a partial observational interpretation by means of correspondence rules," and criticisms of, and alternatives to, this view will be developed. The discussion will be brought to bear on such matters as: the distinction between the observational and theoretical levels in science, experimental and theoretical laws, the nature of explanation, reduction of theories, the Descriptivist, Instrumentalist and Realist views of scientific theories.

Elective for Sophomores. Second semester. Professor Epstein.

61. Seminar in Philosophy. The topic for 1979–80 will be: *Pragmatism: Selections from the works of Peirce, James and Dewey.*

First semester. Professor Epstein.

62. Seminar in Philosophy. Philosophical Issues in Feminist Thought. The aim of the course will be to come to a definition and understanding of what

feminism is by examining some of the central concepts that appear in feminist thought and some of the philosophical issues raised by feminist thinkers: issues around the concepts of oppression, liberation, equality, rights, self-determination, identity, human nature, respect for persons. For example, what is oppression? How does one tell whether one is oppressed? Is oppression a feeling? What is involved in talking about one's identity? What does it mean to say that one's identity is or is not determined by one's sex? How does a feminist analysis of these concepts and issues differ from other philosophical analyses? Two class meetings per week.

Elective for Juniors or consent of the instructor. Second semester. Professor Spelman.

77. **Conference Course.** Required of candidates for Honors in Philosophy. The writing of an original essay on a topic chosen by the student and approved by the Department.

Elective for Seniors. First semester. The Department.

D78. **Conference Course.** Required of candidates for Honors in Philosophy. A continuation of Philosophy 77. A double course.

Elective for Seniors. Second semester. The Department.

97. **Special Topics.** Independent Reading Course. Reading in an area selected by the student and approved in advance by a member of the Department.

Requisite: Consent of the instructor. First semester.

98. **Special Topics.** Independent Reading Course. Same as Philosophy 97.

Requisite: Consent of the instructor. Second semester.

PHYSICAL EDUCATION

Professors Dunbar, Mehr, Ostendarp, Serues* and Thurston; Associate Professors Gooding (Chairman), and Williams; Assistant Professors Daly, Hixon, Morgan and Zampach.

The courses in Physical Education are available to all Amherst College students and members of the College community. *All courses are elective and* although there is no academic credit offered, there is *transcript notation* given for successful completion of a course.

Courses are offered on a quarter basis, two courses per semester, and one course during the January interterm. Classes are offered on the same time schedule as all academic courses. Students are encouraged to enroll in

*On leave 1979–80.

courses that interest them and may obtain more information from the Department of Physical Education and Athletics.

In an attempt to meet the needs and interests of the individual student, the program is offered in two parts:

1. **Physical Education Courses.** In these courses, the basic skills, rules and strategy of the activity are taught and practiced. This program emphasizes individual activities which have a carry-over value for lifelong recreational pursuits.

2. **Recreational Program.**

   (a) **Organized Recreational Classes,** in which team sports are organized, played, taught and supervised by Physical Education Department personnel, and

   (b) **Free Recreational Scheduling,** where the Department schedules, maintains and supervises facilities and activities for members of the College community, i.e., recreational golf, skating, squash, swimming and tennis.

A detailed brochure concerning the Department's program is available from the Department of Physical Education. Details concerning the College's physical education and athletic programs also appear in the Student Handbook.

PHYSICS

Professors Benson, Dempesy*, Gordon, Romer (Chairman) and Towne; Visiting Professor Kurti; Assistant Professors Crary, M. Peterson and Zajonc.

Introductory Courses in Physics. The Physics Department offers two calculus-based introductory courses in Physics. Physics 13–14 is a two-semester sequence designed for students who have not had a rigorous high school course in Physics or who prefer a less intense examination of the fundamental laws of Physics than will be available in Physics 18. Physics 18 is designed for students with a strong mathematical aptitude and a good background in the natural sciences. Physics 15, a laboratory course, will ordinarily be taken after either Physics 13–14 or Physics 18. However, it is anticipated that a few entering Freshmen will be adequately prepared to enroll in the course. Entering Freshmen, as well as other students, are encouraged to consult with the chairman of the Physics Department concerning the Physics courses, or sequence of courses, best suited to their needs.

*On leave 1979–80.

The Department also offers courses intended primarily for non-science majors: Physics 9, a course on energy which deals with the world's energy problem and also with those parts of Physics which are essential in understanding the energy concept; Physics 12, a course which has been designed to provide an understanding of the revolution in physical concepts that has occurred in this century. No previous experience in Physics is necessary for either of these three courses; the level of mathematics expected of the student is high-school algebra.

Major Program. Any student considering a major in Physics should seek the advice of a member of the Department as early as possible in order to work out a program best suited to the student's interest and ability, whether a career is being considered in Physics, engineering, secondary-school science teaching, one of the inter-science fields such as geophysics, biophysics, or neuroscience, or a field such as law or business. Mathematics 11 should be taken during the first semester of the Freshman year by anyone contemplating an Honors major, and in any event no later than the second semester. Prospective Physics majors should plan to take Physics 26 at the earliest convenient time. It should be noted that, at the discretion of the instructor, stated prerequisites may be waived if warranted by individual circumstances.

The minimum course requirements for a major in Physics are as follows: Mathematics 11, 12, 21; Physics 13, 14, 15, 23, 26, 27, and 36 or 38. Physics 18 may be substituted for Physics 13 and 14. While either Physics 36 or 38 may be used in satisfying the requirement for a Physics major, students planning to make a career in one of the physical sciences are strongly urged to take both courses.

In addition, all Physics majors will be expected to attend the Physics Seminar during their Junior year, and will participate actively in it in the Senior year. Senior majors must pass a comprehensive examination.

Honors Program. The course requirements for a major with Honors are the courses listed above, plus Physics 77 and 78. (For students intending to make a career in Physics, both Physics 36 and 38, 73 or 75 and at least one additional mathematics course are recommended.) At the end of the first semester of the Senior year, the student's progress on the Honors problem will determine the advisability of continuation in the Honors program.

The aim of Honors work in Physics is to provide an opportunity for the student to develop under faculty direction both interest in scientific investigation and skill in experimental or theoretical techniques. The primary fields of experimental research in progress in the Department are low temperature physics, ferroelectricity and ferromagnetism, nuclear magnetic resonance, optics and atomic physics, environmental studies, mass spectrometry, oceanography, chemical physics and electrophysiology. In addition, however, experimental equipment is available for work in some phases of x-rays, electronics, and atomic and nuclear physics. The student

is given the opportunity to review the literature in the field chosen, to design, construct, and assemble the experimental equipment, to perform experiments, and finally, to prepare a thesis, which is due in May. During the spring, the student will also present this work in the Physics Seminar, and at the end of the second semester will take an oral examination, which is devoted primarily to the student's thesis and to questions suggested by performance on the comprehensive examination.

The departmental recommendation for the various degrees of Honors will be based on the student's record, the Honors work, and the comprehensive and oral examinations.

9. Energy. Primarily for non-science majors, this course deals with energy both as a central theme in physics and as a continuing world and national problem. Approaching physics from an unconventional point of view and omitting many of the traditional physics topics, we emphasize both an understanding of the logical structure of physics (especially those topics important to the idea of energy) and a quantitative understanding of the world's energy problem. Beginning with observations of familiar phenomena, we trace the development of the law of conservation of energy (the first law of thermodynamics), the second law of thermodynamics (which sets constraints on possible energy conversions), the fundamentals of electricity and magnetism, light, and atomic and nuclear physics. In parallel with this development, we discuss the application of physical laws to transportation, home heating, etc. We also consider the implications of exponential growth, limits to growth, the amounts of energy used for various purposes, the amounts available from fossil fuels, hydropower, etc., and we discuss the three sources of energy which may provide truly long-range solutions: solar energy, nuclear fusion, and nuclear fission. Study of various special aspects of the energy problem via individual papers. No prior college science or mathematics courses are required. Three class hours per week.

First semester. Professor Romer.

10. Phenomena in Scientific Inquiry: An Historical Approach. Through a study of the phenomena which have acted as the focus for scientific inquiry, we will follow the major conceptual transformations in our understanding and view of nature from ancient Greece through modern times. In particular we will study selected topics from the history of the physical sciences such as: ancient Greek astronomy and atomism, and their philosophical traditions, the loss of Greek science from the Latin west and the impact of its rediscovery on the founders of modern science in medieval Europe, the significance of Renaissance natural magic for the development of experimental science, the Copernican revolution, Newtonian mechanization and its Romantic adversaries, the electrical discoveries of the eighteenth century and finally the maturation of modern science. Whenever possible the phenomena in question will be demonstrated and then placed

in their appropriate historical and intellectual milieu. This course is designed for students with either a humanities or science background.

Second semester. Professor Zajonc.

12. The Rise of Twentieth Century Physics. A brief survey of General Relativity (Equivalence Principle, Mach's Principle), followed by the background and development of Quantum Mechanics (Wave-particle duality, Indeterminism). Three class hours per week and occasional laboratories.

Second semester. Omitted 1979–80.

13. Introductory Physics: Part I. The origins of Newtonian mechanics are examined in a study of the geocentric-heliocentric controversy, the rise of Copernicanism and the work of Galileo and Kepler. The fundamental laws of Newtonian mechanics are applied to a variety of simple motions with special emphasis being given to Newton's law of universal gravitation and its impact. Throughout the course, conservation of momentum and energy serve as unifying physical principles. Emphasis is placed on the role of mathematics, including the calculus, as a powerful tool in the understanding of natural phenomena. The course includes an introduction to computer programming and to the use of the computer in modern science. Three hours of lecture and discussion and one three-hour laboratory per week. (Note: The subject matter of Physics 13–14 is in many respects similar to that of Physics 18; students with good preparations in physics should consider the possibility of taking the latter course rather than Physics 13–14. Consultation with the Department is advisable.)

Requisite: Mathematics 11 or equivalent. First semester. Professors Towne and Crary.

13s. Introductory Physics: Part I. Same course description as Physics 13.

Requisite: Mathematics 11 or equivalent. Second semester. Professor Gordon.

14. Introductory Physics: Part II. Fundamentals of electricity and magnetism, dc and ac circuits, and the use of electronic instruments. Introduction to the phenomena of radioactivity, detection and measurement of nuclear radiations, and their effects on living organisms. Three hours of lecture and discussion and one three-hour laboratory per week.

Requisite: Physics 13 or 13s. Second semester. Professors Peterson and Zajonc.

14f. Introductory Physics: Part II. Same course description as Physics 14.

First semester. Professor Benson.

15. Experimental Physics. A laboratory-oriented course which serves both to introduce a number of useful experimental methods and to develop a sense of the central importance of carefully planned experimentation in the validation of any scientific theory. Students will investigate, initially through a series of pre-determined experiments but finally via experiments

which they themselves design and carry out, the relationship between theory and experiment. Emphasis is placed on achieving a quantitative understanding of experimental results and on evaluating the influence of the measuring instrument itself on the phenomenon investigated. Experiments will include investigations in geometrical and physical optics, electrical circuits, electronics and operational amplifiers. In the self-designed experiments, students will be encouraged to carry out investigations in areas of their own interest. The range of possible projects will include experiments in holography, superconductivity, biophysics, electrochemistry, and electro-optic devices. Two or three class hours per week. The laboratory work will be approximately the equivalent of one four-hour period per week, but in order to make possible the careful approach toward experimentation which is emphasized in this course, the laboratory will be open daily.

Requisite: Consent of the instructor. Students who wish to enroll in Physics 15 should have a background in physics. Such a background can be obtained from Physics 13–14, Physics 18, or from a good secondary school course in physics. First semester. Professors Crary and Gordon.

15s. Experimental Physics. Same course description as Physics 15. Second semester. Professors Crary and Romer.

18. Fundamental Laws of Physics. The laws of Newtonian mechanics and Newton's law of universal gravitation; electric and magnetic fields; motion under the influence of gravity and of charged particles in electric and magnetic field. The fundamental conservation laws of classical physics. The role of mathematics in providing a coherent description of the physical world; additional insight is gained through the use of the computer to solve a variety of physical problems. Three hours of lecture and discussion and one three-hour laboratory per week.

Requisite: Mathematics 11 or equivalent and one year of secondary school physics. Second semester. Professor Towne.

23. Modern Physics. Relativistic kinematics and dynamics: Lorentz transformation, conservation laws of momentum and mass-energy, the Lorentz force law. Photons: the photoelectric and Compton effects, pair production. Matter waves: the de Broglie relation, Bragg reflection. Heisenberg's uncertainty principle. Particle detectors and accelerators. Nuclear structure: Alpha, beta and gamma decay, discovery of the neutron and the neutrino, natural radioactivity. Lectures three hours a week. Approximately seven experiments will be performed during the course of the semester.

Requisite: Physics 14 or 14f or 18. First semester. Professors Peterson and Zajonc.

26. Mechanics. Newtonian mechanics of particles and systems of particles, including rigid bodies. Elementary vector analysis and potential theory, central forces, the two-body problem, collisions, moving reference frames, and—time permitting—an introduction to Lagrangian methods are dis-

cussed. Special emphasis is placed on oscillatory phenomena. Four class hours per week.

Requisite: Physics 14 or 14f or 18, Mathematics 21 or 21s. Second semester. Professor Romer.

27. Wave Phenomena. General characteristics of wave motion approached through the wave equation and the solution to boundary value problems. Energy relationships, diffraction, interference, reflection, refraction and polarization. Normal modes and eigenfunction expansions. Each phenomenon will be discussed in the context of either optics or acoustics depending upon the relative importance of its application in the two fields. Four class hours per week and occasional laboratories.

Requisite: Physics 14 or 14f or 18, Mathematics 21 or 21s, Physics 26, or consent of the instructor. First semester. Professor Zajonc.

36. Quantum Mechanics. Wave-particle duality and Heisenberg uncertainty principle. Basic postulates of Quantum Mechanics, Schroedinger equation and wave functions, solutions of the Schroedinger equation for one-dimensional systems, and for the hydrogen atom. Three or four class hours per week and occasional laboratories.

Requisite: Physics 23, 26, 27 or consent of the instructor. Second semester. Professor Crary.

38. Electromagnetic Theory. A development of Maxwell's electromagnetic field equations and some of their consequences. Electrostatics, steady currents and static magnetic fields; macroscopic theory of dielectric and magnetic materials; time-dependent electric and magnetic fields and the complete Maxwell theory; energy in the electromagnetic field, Poynting's theorem, electromagnetic waves, and radiation from time-dependent charge and current distributions. Four class hours per week.

Requisite: Physics 23, 26, and 27, or consent of the instructor. Second semester. Professor Peterson.

73. Analytical Dynamics. Lagrangian and Hamiltonian formulations of classical mechanics. Canonical transformations, Hamilton-Jacobi Theory, the WKB approximation, the algebra of Poisson brackets. Four class hours per week. Offered in alternate years.

Requisite: Consent of the instructor. First semester. Omitted 1979–80.

75. Thermodynamics and Statistical Mechanics. First, second and third laws of thermodynamics with applications to various physical systems. Phase transitions. Applications to low temperature physics, including super-conductors and liquid helium. Introductory kinetic theory and statistical mechanics. Applications of Fermi-Dirac and Bose-Einstein statistics. Four class hours per week. Offered in alternate years.

Requisite: Consent of the instructor. First semester. Professor Kurti.

77. Honors Course. Individual, independent work on some problem, usually in experimental physics. Reading, consultation and seminars, and laboratory work.

Designed for Honors candidates, but open to other advanced students with the consent of the Department. First semester. The Department.

78, D78. Honors Course. Same course description as Physics 77. A single or double course.

Requisite: Physics 77. Second semester. The Department.

97, H97, 98, H98. Special Topics. Independent Reading Course. Full or half course.

First and second semesters.

POLITICAL SCIENCE

Professors Arkes, Kateb and W. Taubman; Associate Professors Sarat (Chairman) and Tiersky‡; Assistant Professors Foglesong, Hartford‡ and Machala.

Major Program. A major in Political Science consists of nine courses in Political Science. Political Science 11 is a prerequisite for all majors.

There are four major study areas within the Department as follows: American government, comparative politics, international relations, and political theory. The basic courses in each of these divisions are, respectively, Political Science 21; Political Science 24 or Political Science 25; Political Science 26; and Political Science 28.

All majors in Political Science may be required to pass a comprehensive examination in Political Science. This examination will cover the discipline as a whole and will be written or oral or both written and oral as the Department may prescribe.

The Department recommends, but does not require, that *rite* students in the first or second term of their Senior year take a special topics course in the Department, so that they may do a long research paper.

Honors Program. The Honors program is designed to provide qualified students in Political Science with full opportunity for independent research and writing. Candidates for Honors in Political Science will take Political Science D77 and 78. A cumulative average of 9 is required for admission to the Honors program.

11. Introduction to Political Science. The course will consider the nature and purposes of politics, relationships between those who govern and

‡On leave second semester 1979–80.

those who are governed, and the problems of defining and evaluating regimes which claim to be democratic.

First semester. Professors Foglesong, Kateb, Machala, Sarat, Taubman and Tiersky.

21. American Government. What is distinctive about politics and government in America? Does America possess, or did it ever possess, a coherent "public philosophy"? Are our political arrangements adequate in the modern era? These questions form the backdrop for an inquiry into the basic values and continuing problems of American politics and government. This course will consider the relationship of private aspirations and public norms. Can we be "successful" in our private lives and good citizens as well? We will confront the way in which economic institutions shape and are shaped by our politics. We will also get inside the major institutions of the political order. The constitutional division of powers among the judicial, legislative and executive branches will be traced back to its philosophical roots and will be examined in light of major public policy questions. Among those questions we will consider the scope and limits of government regulation, the prospects and problems of social welfare and the way America lives as a nation among nations. Two class meetings per week.

First semester. Professor Sarat.

22. Law, Politics and Society. The history of America has been and will continue to be shaped by ideas of right and justice derived from a heritage of constitutionalism and constitutional government. Some would question whether those ideas of right and justice are adequate and acceptable and whether the Constitution itself contains the basis for a decent social and political life. In order to answer these questions it is necessary to develop standards which can be used to judge American legal institutions. This is the first business of the course. Such standards will be developed through an examination of jurisprudential writings as well as court decisions and contemporary critiques of the legal order. The course will analyze and assess the administration of justice in America. How are decisions about criminal responsibility made? What is the moral meaning of due process and how is it reflected in the operation of the legal system? What are the problems with and prospects of simultaneously maintaining order and upholding law? How are these problems and prospects reflected in the behavior of police and prosecutors? What are the roles and responsibilities as well as the ethics and impact of lawyers and the legal profession? The course will conclude with an inquiry into the forms and limits of legal obligation in an imperfect legal order and into the ways in which such an order can be reformed and improved. Two class meetings per week.

Second semester. Professor Sarat.

23. Political Obligations. The course will consider the grounds on which one can claim to be free from obligations that run counter to one's own

opinion or the sense of one's own good—or, on the other hand, the grounds on which one may be obligated to accept restraints on one's personal life or support policies with which one deeply disagrees. The arguments will be tested against the problems of war, abortion, privacy, censorship, suicide, and the obligation to rescue; and the task in all cases will be to force a confrontation between the standards one would use in judging individuals (including oneself) and the standards one would insist upon in judging the morality of public policy.

First semester. Professor Arkes.

24. Politics in Third World Nations. An examination of the role of politics in the process of attempted economic development in the nations of the Third World, with special emphasis on comparison of the different approaches to political development taken by socialist and non-socialist nations. Attention is given to such factors as the legacy of colonialism, the fragmenting and integrating influences of traditionalism and nationalism, the strengths and weaknesses of the single party system, the importance of elites and ideologies, the role of the military and the bureaucracy, the problems of managing economic development, and the sources of "stability" and revolution.

Second semester. Omitted 1979–80. Professor Hartford.

25. Comparative European Politics. An introduction to the government and politics of France, Britain, Germany and the Soviet Union. The focus of the course is the historical emergence of central conflicts and political forces in the transition from traditional to modern societies, leading to the following two questions: What have been the determinants of gradual and revolutionary change in the transformation of Europe? What are the dominant configurations of political problems and forces in Europe today?

First semester. Professor Tiersky.

26. World Politics. An introductory course in international relations examining world politics from three essential angles: strategic, economic and ethical. The first part of the course discusses the modern international system in historical perspective, analyzing both permanent and unique features of contemporary world politics. The second part of the course considers contrasting conceptions held by statesmen, scholars and others of the "national" and "international" interest and the policy-making process. The course then examines major contemporary international conflicts with special attention given to the interests and the role of the United States. Among the issues to be discussed: superpower rivalry (e.g., SALT), alliance politics ("trilateralism"), regional instability (Middle East, Southern Africa, Southeast Asia, Eastern Europe) and North-South tension growing out of Third World demands for a "new international economic order." Two class meetings per week.

Second semester. Professors Machala and Taubman.

27s. Communism and Soviet Politics. The course will center around an examination of contemporary Soviet political system. Seeking the roots and tracing the evolution of Soviet politics, the course will consider such topics as Marxist and Leninist theory and practice; the tsarist regime and prerevolutionary Russian political culture; the Revolution and the industrialization debate (involving Trotsky and Bukharin) of the 1920s; Stalin—the man and the system; the structure and functioning of the post-Stalinist political-economy; the dissident movement (Solzhenitsyn, Sakharov, Medvedev and others), the phenomenon of mass support for the regime, and the prospects for change. For comparative purposes, reference will be made to other polities, particularly to American and East European political systems.

Second semester. Professor Taubman.

28. Political Theory from Hobbes to Marx. A study of some of the major writers who have dealt with questions of political practice and political morality in a philosophical way. The emphasis is on the growth of the idea that the center of philosophical thought about politics is in the individual, whether as the bearer of interests or rights or dignity or conscience.

Second semester. Professor Kateb.

31. Politics and Parties. An analysis of the place of the political party in the modern political system. Primary emphasis is given to party as a factor in defining the character of the political regime: party as a reflector and modifier of legal institutions; the effect of party on voting and legislative behavior; the relations among parties, bureaucracy, and outside groups; the economic and social consequences of party structure. The principal focus will be on American politics, but comparative materials will also be drawn from European and non-Western countries.

Elective for Sophomores. First semester. Omitted 1979–80. Professor Arkes.

32f. Urban Politics and Policy. The course examines the patterns and dynamics of urban politics and policy in the U.S., with special attention to the situation of racial minorities and other economically and socially disadvantaged groups in the central city. The course begins by examining the social and historical origins of urban social conflict, looks at how that conflict gets "processed" by the institutions of urban government, and considers how local policy choices are influenced by the actions of federal and state government and by local, regional and national economic conditions. We then look at government policy responses to the declining central city, examining the politics of urban renewal policy and the choices confronting local officials and central city residents. Several different analytical perspectives; ranging from marxism to pluralism, are brought to bear on these questions, and a variety of cities are covered in the readings. Two class meetings per week.

First semester. Professor Foglesong.

36. The Theory and Practice of Socialism. An introductory course in which the theory of socialism is compared with its history. The analysis begins with a brief discussion of socialist ideas before the Russian Revolution, and then juxtaposes theory and practice among some representative cases: the Soviet Union, Yugoslavia, China, and the "Eurocommunist" and "Eurosocialist" tendencies in Western Europe today.

Second semester. Omitted 1979–80. Professor Tiersky.

37. The Political Economy of International Relations. This course will explore political aspects of international economic relations, both among developed countries and between developed and Third World countries. Particular attention will be given to the effects of these relations on the distribution of benefits and burdens among national economies and their consequences for the stability of the post-World War II international economic order. Topics to be discussed include the meaning of international political economy and the problems associated with interdependence and inequality, foreign aid, multinational corporations, the international monetary system and "resource diplomacy" (with emphasis on the experience of OPEC). Prior courses in international relations and economics will be helpful but are not required. Two class meetings per week.

First semester. Professor Machala.

38. Approaches to International Justice. The purpose of this course is to examine certain approaches to international justice as a measure for criticizing and reconstructing international law in the conditions of the contemporary world. We shall first examine the notion of international law and justice in general. Then, we shall deal with legal and ethical theories of basic universal human rights, national self-determinism, "just war," aggression and collective responsibility. Finally, we shall examine some problems of international economic justice as they now confront both the developed and the less developed countries, with emphasis on determining which rules and regulations for managing the international economy could be considered as legitimate by most members of the international community. Two class meetings per week.

Second semester. Professor Machala.

41s. The American Constitution. When Lincoln said at Gettysburg that the American republic had been established "four score and seven years" earlier, he was referring to the Declaration of Independence and not the Constitution: The American regime was established, then, before the Constitution by the men who articulated the first principles of republican government. The Constitution represented an effort to express in a founding document the legal arrangements that reflected the principles of republican government and the peculiar understanding of the American regime. The purpose of the course is to get clear in the first instance on the principles of republican government; on the connection between "principles"

and law; and on the understanding of the Founders. But then the object will be to measure the Constitution and the conventions of our current law by these stricter standards: Are there parts of the Constitution and the Bill of Rights that have been assumed now to be necessary "principles" of constitutional government, but which cannot really claim the standing of principles? On the other hand, might the government under the Constitution have a much wider reach than we have usually assumed—might it be freer than we have supposed to do what is necessary to vindicate the requirements of justice—once it is understood that the government must be adequate to all of the ends that are implicit in the very idea of republican government? The work in the course will proceed largely through the reading of cases in law, documents from the period of the Founding, and writings in political theory. Topics in the law will include: Search and seizure, self-incrimination, privacy, federalism, the "equal protection of the laws," the restriction of speech, and censorship over literature and the arts.

Second semester. Professor Arkes.

43s. Bureaucracy and the Political Order. How the central question of politics—the question of "What is the best political regime?"—has been complicated in the modern period by the presence of bureaucracy. The course will consider the character and implications of bureaucracy as an instrument of power: the principles that define the essential character of bureaucracy; the complications that arise for political leaders as they seek to enforce their policies through a bureaucracy; and the way in which the administrative structure reflects—or in turn comes to alter—the character of the culture and the political regime. The course will proceed through case studies drawn from the American presidency, along with historical studies taken from other countries (e.g., Marx, "The Eighteenth Brumaire" and "The Civil War in France"; Tocqueville, *The Old Regime and the Revolution;* Hannah Arendt, *Eichmann in Jerusalem*). The case studies will provide the materials for a continuing argument or analysis, and the main object, carried throughout the course, is to show how the enduring questions of political theory continue to manifest themselves in the practical conditions of administration.

Second semester. Professor Arkes.

44. Understanding Public Policy. This course examines the process of policy formulation and implementation in the U.S. The focus is on how policy decisions are patterned, in interrelated ways, by the economic environment of politics and the internal processes of government. In examining how the internal processes of government shape policy, three forms of policy formulation and implementation are considered: 'planning' mechanisms, 'bureaucratic' mechanisms, and 'bargaining' mechanisms based on organized group conflict. The main emphasis is on national policy. Three class meetings per week.

Elective for Sophomores. Second semester. Professor Foglesong.

45. Chinese Politics. An overview of the interplay of politics and social institutions in China from 1840 to the present, with emphasis on the People's Republic of China. The course will pursue two major themes: the origins and growth of revolution in China, and the ongoing conflict between mobilizing and bureaucratic strategies for development which culminated in the Cultural Revolution. Post-Cultural Revolution developments, particularly since the death of Mao Tse-Tung, will be examined as they relate to those development strategies.

First semester. Professor Hartford.

48. American Political Thought. A study of some of the major political ideas which have been formulated in response to American conditions from colonial times to the present. Connections with European thought will also be discussed.

Second semester. Professor Kateb.

49. Political Theory from Plato to Machiavelli. A study of some of the major writers who have dealt with questions of political practice and political morality in a philosophical way. The emphasis is on the tension or contradiction between absolute morality and the political morality of the world. Attention will be given to the Socratic challenge to Athens and the early Christian challenge to Rome as well as to Machiavelli's worldly counterattack.

First semester. Professor Kateb.

50. The Courts, the Constitution and the Limits of Law. None of those who authored the Constitution intended courts to play leading roles in making fundamental political choices or in creating new constitutional rights. Today American courts do both. This course will examine the role of courts in America. It will analyze the nature of judicial institutions and their powers as well as the forms and limits of adjudication. It will raise issues of democratic theory and discuss the ways in which courts interpret the Constitution. We will examine and assess the activities and decisions of courts in establishing the conditions under which the state may deprive citizens of liberty and property, supervising the conditions and practices of public institutions like schools and prisons, regulating relations of intimacy, governing the exchange of goods and services in the market place, and defending aesthetic or spiritual interests. Thus our subjects may include the rights of criminal defendants, students, welfare recipients and others dependent upon governmental largesse, as well as the legal regulation of sexual practices, contractual relationships, conditions of employment, racial relations and political entitlements. In each of these areas we will discuss the proper role for law and the way courts define that role. Two class meetings per week.

Admission with consent of the instructor. Second semester. Professor Sarat.

51. Seminar in Constitutional Law. This course is conceived as an advanced course on selected topics in law and political theory for students who have already had some preparation in these subjects. The seminar will focus this year on certain problems that test the limits to the reach of the law in matters that would otherwise be left to the domain of private choice. The topics may include: the intervention of the State in relations between parents and children or husbands and wives (e.g., the grounds for withdrawing custody, granting annulments, intervening in cases of incest or rape); the regulation of the "vices"; the vagaries of antitrust and the regulation of business. One two-hour seminar per week.

Requisite: Political Science 41s or 22, and Political Science 23 or 28 or 49. Class size limited. Admission with consent of the instructor. First semester. Professor Arkes.

52. Politics in Post-Industrial Society. Theories of politics in advanced industrial societies and forecasts of politics in the future. A study of the types of political structures associated with advanced industrialism with the following question in mind: Is the nature of political life in highly industrialized societies determined more by what is common, e.g., bureaucracy, industrialism and post-industrialism, or by what is different, e.g., the contrasts between Soviet-style and Western regimes? The discussion centers around the relations between industrialism/post-industrialism and capitalism/socialism.

Elective for Sophomores. Limited to twenty-five students. Second semester. Omitted 1979–80. Professor Tiersky.

54f. Problems of Political Change. The political means for changing society are examined in a comparative perspective. Intensive study of a single broad topic, varying from year to year. The topic for 1979–80 will be "Ideologies." The course will explore three ways in which ideology affects political action: as an underlying structure of thought, as "false consciousness," or as a body of thought defining ideals and goals. In conjunction with the theoretical treatment of these aspects of ideology, the course will examine concrete examples of ideologies, attempts to apply ideologies and the problems inherent in such attempts, and the revision of ideologies as the result of practice. Particular attention this year will focus on liberalism, sexism, and racism as ideologies, and on the ideologies and critiques advanced against them. Two hours of lecture, one to two hours of discussion per week.

Admission with the consent of the instructor. First semester. Professor Hartford.

56. Problems in International Political Economy. The topic will be: The Creation of Regional Political-Economic Communities in Capitalist and Socialist Europe. The course will compare supranational integration efforts in Western and Eastern Europe during the post-war period with special em-

phasis on their purpose, direction and distribution of benefits. The first part of the course examines the various contending theories and concepts of political, military and economic integration. The second part explores specific historical phases of Western and Eastern European integration since 1945, focusing on practical issues confronted in each phase at the national, regional and global levels. These issues will be explored both in terms of their significance for the unity or disunity of Western and Eastern Europe, and in terms of their external consequences. Prior courses in world politics and economics, and in European and Soviet history and politics will be helpful but are not required.

Second semester. Omitted 1979–80. Professor Machala.

57. Problems of International Politics. The topic for 1979–80 will be: U.S.-Soviet Relations. In an attempt to understand the Cold War—its origins, development, alleged end, and apparent rebirth—the course will consider such topics as the following: Soviet and American perceptions (and misperceptions) of each other's intentions and capabilities; each side's assessment of threats and opportunities posed by the other; each one's strategies for countering threats and taking advantage of opportunities; Soviet and American tactics and their intended and unintended consequences. The course begins with an overview of the continuing debate about the Cold War and detente, and of East-West relations from 1917 to 1939. Thereafter we consider in detail seven or eight periods of U.S.-Soviet relations from 1939 to the present. In each case students will be assigned topics to report on in class and to develop into major research papers. Preference in admission to the course will be given to students with prior courses or other background in international relations, American foreign relations, and/or Russian history and politics.

Admission with the consent of the instructor. First semester. Professor Taubman.

58. Capitalism and the Democratic State. This course examines the uneasy relation between 'capitalism' and the 'democratic state' in advanced capitalist societies, with special attention to the U.S. The central problem of the course is how capitalism and democracy co-exist: how the capitalist nature of society conditions the functioning of the state; how the democratic nature of the state constrains its capacity to maintain and reproduce the capitalist economy; and how the resultant tension between capitalism and democracy is resolved in practice. Readings will be drawn from recent marxist literature on the state (Miliband, Poulantzas, Offe, O'Connor) supplemented by the work of non-marxists (Lindblom, Dahl). The course will adopt a seminar format and meet once a week. Background in the study of both politics and economics would be helpful.

Admission with consent of the instructor. Limited to twenty-five students. Second semester. Professor Foglesong.

59s. Contemporary Political Thought. A study of some of the major writers who have tried to come to terms with the political features of modernity. Among those read are the radical romantics; the existentialists; the inheritors of Marx and Freud; and the positivists and their enemies. Attention will be paid to developments in other disciplines which are relevant to political thought (philosophy, anthropology, and psychology).

Admission with consent of the instructor. Second semester. Omitted 1979–80.

D77, 78. Honors Course. Double course, full course: totaling three full courses.

Elective for Seniors who have satisfied the necessary requirements. First and second semesters. The Department.

97. Special Topics.
First semester.

98. Special Topics.
Second semester.

PSYCHOLOGY

Professors Coplin, Grose and Olver*; Associate Professors Sorenson and Weigel (Chairman); Assistant Professors Aries and Raskin; Visiting Assistant Professor Blanchard.

Major Program. Students majoring in Psychology are required to elect nine full courses in Psychology. On occasion, in consultation with the Department, a student may include one course in a closely allied field in a major program.

In order to insure a comprehensive understanding of the discipline, students are expected to satisfy specific distribution requirements within the major program. These "core" courses include Psychology 11, 12 or 26, 22 and any *one* of the following: Psychology 20, 21, 27, 28 or 32. Honors level grades are required (B- or higher) in each of the four "core" courses submitted in satisfaction of departmental distribution requirements. Failure to attain a grade of B- or better in a core course means that remedial work will have to be arranged and a qualifying exam passed if the student is to continue to be a psychology major.

Honors Research. A limited number of majors will engage in honors research under the direction of a faculty member during their Senior year. Honors research involves credit for three courses (usually a one course

*On leave 1979–80.

credit during the fall and two credits during the spring semester) and culminates in a thesis which not only reviews the previous literature pertinent to the selected area of inquiry but also reports the methods and results of an empirical study conducted by the student. Any student interested in pursuing honors research in psychology should discuss possible topics with appropriate faculty by the end of second semester, Junior year.

11. Introduction to Psychology. An introduction to the nature of psychological inquiry considering behavior and experience from psychobiological, behavioristic, cognitive, psychodynamic, humanistic, and social perspectives.

First semester. Professors Aries and Weigel.

12. Psychology as a Natural Science. This course will examine the utility of animal experimentation for developing an understanding of human behavior. Primary emphasis will be placed on the contributions made by ethological, comparative and psychobiological perspectives.

Second semester. Professors Raskin and Sorenson.

20. Social Psychology. The individual's behavior as it is influenced by other people and by the social environment. The major aim of the course is to provide an overview of the wide-ranging concerns characterizing social psychology from both a substantive and a methodological perspective. Within this context, emphasis will be on understanding the process by which individuals influence and are influenced by groups and societies.

Requisite: Psychology 11 and consent of the instructor. Elective for Sophomores. Second semester. Professor Weigel.

21s. Personality. A consideration of the theory and research directed at understanding those characteristics of the person related to individually distinctive ways of experiencing and behaving. Prominent theoretical perspectives will be examined in an effort to integrate this diverse literature and to determine the directions in which this field of inquiry is moving.

Requisite: Psychology 11 and consent of the instructor. Elective for Sophomores. Second semester. Omitted 1979–80. Professor Weigel.

22f. The Psychology Experiment. I: Methodology. An introduction to and critical consideration of experimental methodology in psychology. Topics will include the formation of testable hypotheses, the selection and implementation of appropriate procedures, the statistical description and analysis of experimental data, and the interpretation of results. Articles from the experimental journals and popular literature will illustrate and interrelate these topics and provide a survey of experimental techniques and content areas.

Requisite: Psychology 11 or consent of the instructor. First semester. Professor Raskin.

23s. The Psychology Experiment. II: Practicum. Students will select and complete an original project. Advanced topics in research design and quantitative methods will be considered as appropriate to the individual projects.

Requisites: Psychology 11 and 22. Elective for Sophomores. Second semester. The Department.

26f. Physiological Psychology. A broad-based introduction to the neural bases of animal and human behavior. Included are topics such as sensory and motor processes, motivation and emotion, and learning and memory. Lectures supplemented by discussion sections and laboratory experience.

Requisite: Psychology 22 or consent of the instructor. First semester. Professor Sorenson.

27. Developmental Psychology. A study of human development with emphasis upon the general characteristics of various stages of development from birth to adolescence and upon determinants of the developmental process.

Requisite: Psychology 11. First semester. Professor Raskin.

28f. Abnormal Psychology. A study of the etiology and psychodynamics of psychological deviance with a focus on the psychological diagnosis and psychotherapy of the behavior disorders.

Requisite: Psychology 11. Elective for Sophomores. First semester. Professor Coplin.

29s. Human Sexuality. A review of biological, psychological, and cultural factors affecting sexual development and expression in humans. Among topics covered are gender and sex role differentiation, psychosexual development, physiology of sexual response, pregnancy and childbirth, conception control, sexual dysfunctions, and alternative sexual lifestyles.

Second semester. Professor Coplin.

32. Psychology of Adolescence. This course will focus on the issues of personal and social changes and continuities which accompany and follow physiological puberty. Topics to be covered include physical development, autonomy, identity, intimacy, and relationship to the community. The course will present cross cultural perspectives on adolescence, as well as its variations in American society. Both theoretical and empirical literature will be examined.

Requisite: Psychology 11 and consent of the instructor. Second semester. Professor Aries.

33s. Psychological Tests and Measurements. An examination of the basic principles of psychological tests and measurements, the assumptions they make, and the interpretation of their results. Attention will be given to such topics as the utility and hazards of testing, the controversies about intelligence testing, tests for college entrance and personnel selection, norm

versus criterion-referenced measures, cultural and other biases in tests, the roles of formative versus summative evaluation, the bases of scaling, and the relation of statistical procedures to test results. There will be some opportunity for the student to become familiar with the administration of standardized tests as well as with the construction of new measures of behavior.

Requisite: Psychology 11. Second semester. Omitted 1979–80. Professor Grose.

34. Educational Psychology. A psychological analysis of the educational process. The course is designed both for prospective teachers and for those who have a general interest in the field of education.

Requisite: Psychology 11. Elective for Sophomores. Limited to fifteen students with consent of the instructor. Second semester. Professor Grose.

36. Psycholinguistics. Selected topics in the psychology of language focusing on the psychological processes involved in speaking and understanding language and the consequences of such processes for perception, thought, and behavior.

Requisite: Psychology 11 and consent of the instructor. Limited enrollment. Second semester. Omitted 1979–80. Professor Olver.

38. Psychopharmacology. An introduction to the pharmacological analysis of behavior. Major emphasis will be placed on the actions of drugs on the central nervous system and consequently on behavior, and the use of drugs in animal experimentation as a powerful analytical tool.

Requisite: Psychology 26f and consent of the instructor. Elective for Sophomores. Limited enrollment. Second semester. Professor Sorenson.

40. Sex Role Socialization. An examination of the socialization processes throughout life that produce and maintain sex-typed behaviors. The focus is not on sexual behavior but rather on the development of the psychological characteristics of males and females and the implications of that development for participation in social roles. Consideration of the biological and cultural determinants of masculine and feminine behaviors will form the basis for an exploration of alternative developmental possibilities. Careful attention will be given to the adequacy of the assumptions underlying psychological constructs and research in the study of sex differences.

Requisite: Psychology 11 plus at least one course in developmental or adolescent psychology and consent of the instructor. Elective for Sophomores. Second semester. Omitted 1979–80. Professor Olver.

41. Psychotherapy. This seminar will examine the theories and techniques of some of the major systems of psychotherapy, including psychoanalysis, behaviorism, humanism, social learning, and the medical model. There will be an emphasis on emerging community mental health perspectives. Students will write a major paper based on practicum or volunteer experience

in a mental hospital, mental health center, halfway house, or other mental health facility in the local community.

Requisite: Psychology 11 or 28, or the equivalent, and consent of the instructor. Elective for Sophomores. Limited to fifteen students. First semester. Professor Coplin.

42. Psychology Seminar. Members of the Department will occasionally offer seminars designed to give the student an opportunity to study a selected topic in depth.

3. *GROUP PROCESS AND BEHAVIOR CHANGE.* A number of theories of group functioning will be examined, including the works of Freud, Moreno, Bion, Rogers, Berne, and Perls. Special emphasis will be placed on attempts to use group functioning to induce behavior change as in the group therapies, sensitivity training, encounter, and marathon groups. Requisite: Psychology 11 and consent of the instructor. Second semester. Professor Coplin.

4. *CONTEMPORARY ISSUES IN SOCIAL PSYCHOLOGY.* A detailed consideration of some contemporary areas of research and interest in social psychology. Topic for 1979–80: Social Psychology and Judicial Behavior, a review of the social psychological research concerning human behavior in the judicial context. Jury selection, jury decision-making, implications of characteristics of defendants, attorneys, judges, and jurors for legal findings and verdicts will be discussed. There will be papers and seminar presentations by the students. Second semester. Professor Blanchard (Smith College).

46f. **The Causes and Control of Violence.** The primary thrust of this course will be to explore the etiology of aggressive behavior and its potential control. An attempt will be made to assess the contributions made to our understanding of the causes of violence by each of a variety of perspectives considered within the basic nativistic-environmentalist scheme. Specifically, this will involve a consideration of the interaction of individual variables (genetic predispositions, specific brain mechanisms, and humoral and hormonal influences) and social variables (the cultural milieu, the interpersonal context, and the mass media). The implications of these variables for the prevention and control of violence will be examined in reference to such issues as the propriety of punishment, therapeutic intervention, genetic counseling, psychosurgery, as well as the possibilities for other forms of social change relevant to the problem. The student will be expected to prepare a scholarly paper considering the modes of prevention and control in the context of a critical evaluation of the evidence implicating the various causal factors.

Requisite: Written consent of either instructor. Elective for Sophomores. Limited to thirty students. First semester. Professors Sorenson and Weigel.

48. Interpersonal Behavior in Small Groups. The course will provide an introduction to the interpersonal processes occurring in small group interaction. The aim of the course is to improve the student's ability to observe, analyze, and understand behavior in groups. Students will form a group for discussion and self study. Issues of authority, leadership, role differentiation, and group development will be examined. Readings will be drawn from psychoanalytic theory, social psychology, and related fields.

Requisite: Psychology 11. Limited to fifteen students. Second semester. Omitted 1979–80. Professor Aries.

77, 78 or D78. Senior Honors Course. Elective for Senior majors in Psychology who have received departmental approval. First and second semesters.

97, H97; 98, H98. Independent Study or Research. This course is open to qualified students who desire to engage in independent reading on selected topics or conduct research projects. Preference will be given to those students who have done good work in one or more departmental courses beyond the introductory level. A full course or a half course.

Elective for Juniors with consent of the instructor. First and second semesters.

RELIGION

Professor Pemberton (Chairman); Visiting Professors Hudson and Little; Associate Professors Thurman* and Wills‡; Assistant Professors Doran and Niditch.

The study of Religion is a diversified and multi-faceted discipline which involves the study of both specific religious traditions and the general nature of religion as a phenomenon of human life. It includes cultures of both the East and West, ancient as well as modern, in an inquiry that involves a variety of textual, historical, phenomenological, social scientific, theological and philosophical methodologies.

Major Program: Majors in Religion will be expected to achieve a degree of mastery in three areas of the field as a whole. First, they will be expected to gain a close knowledge of a particular religious tradition, including both its ancient and modern forms, in its Scriptural, ritual, reflective and institutional dimension. Ordinarily this will be achieved through a concentration of courses within the major as well as, often in the case of Honors majors, the Senior thesis. A student might also choose to develop a program of language study in relation to this part of the program, though this would

*On leave 1979–80.
‡On leave second semester 1979–80.

not ordinarily be required for or count toward the major. Second, all majors will be expected to gain a more general knowledge of some other religious tradition quite different from that on which they are concentrating. This will usually require students concentrating on a Western religion to achieve a secondary mastery of an aspect of Eastern religion and vice versa. Ordinarily, this requirement will be met by one or two courses. Third, all majors will be expected to gain a general knowledge of the theoretical and methodological resources pertinent to the study of religion in all its forms. It is further expected of Honors majors that their theses will demonstrate an awareness of the theoretical and methodological issues ingredient in the topic being studied.

Majors in Religion are required to take Religion 11s, Introduction to the Study of Religion, and a Luce Seminar, as well as six additional courses in Religion or related studies approved by the Department. In meeting this requirement, majors and prospective majors should note that no course in Religion (including Five College courses) or in a related field will be counted toward the major in Religion if it is not approved by the student's departmental advisor as part of a general course of study designed to cover the three areas described above. In other words, a random selection of eight courses in Religion will not necessarily satisfy the course requirement for the major in Religion.

All majors, including "double majors," are required, early in the second semester of the Senior year to take a comprehensive examination in Religion. This examination will be designed to allow the student to deal with each of the three aspects of his or her program as described above, though not in the form of a summary report of what has been learned in each area. The emphasis will be on students' ability to use what they have learned in order to think critically about general issues in the field.

Honors Program. Honors in Religion shall consist of Religion 11s, a Luce Seminar, and the thesis courses, Religion 77 and D78, plus four additional semester courses in Religion or related studies approved by the Department; satisfactory fulfillment of the general Honors requirements of the College; satisfactory performance in the comprehensive examination; and the satisfactory preparation and oral defense of a scholarly essay on a topic approved by the Department.

11s. Introduction to the Study of Religion. The course attempts to gain insight into the phenomenon of religious experience through an analysis of the structure and dynamics of religious activity. The study will begin by examining a variety of interpretations of religious experience drawn from anthropological, sociological, psychoanalytic, theological, and other modes of inquiry, and then evaluate the insights gained from these interpretations in terms of accounts of religious experience in contemplative, scriptural,

and theological literature and the expressions of religious life in rituals and institutions of two contemporary religions of Eastern and Western cultures.

Second semester. Professors Doran, Niditch and Pemberton.

12. Religious Traditions in Asia. Introduction to the major religious traditions of ancient India and China with attention to their interrelationships with the popular religious "subcultures" of the areas. Readings will proceed in the Vedas, Upanisads, Gita, Hinayana and Mahayana Sutras, Bhagavatapurana, and Saivite religious literature, and then on to Luenn Yu, Tao Teh Ching, Mencius, Chuang Tzu, Wei Mo Ching, Tientai, Hua Yan, and Chan scriptures. Tibetan and Japanese traditions will be considered in relationship to their respective "Mother Cultures."

Second semester. Omitted 1979–80. Professor Thurman.

14. Indian Religious Traditions. A study of the formative period of Indian religious thought focusing on the interaction between the orthodox Brahminical religious systems and the heterodox religious systems such as the Buddhists and the Jains. We will begin with the Vedic period, moving on to the Upanishadic, Buddhistic revolution of thought against the Vedic ritualism. We will then study the development of early Buddhist thought against the background of parallel developments in the larger society of the Maurya period. We will conclude with a detailed study of the *Bhagavad-Gita*, as compared with the early Mahayana scriptures, stressing the importance of the new *bhakti* movements. Our overall approach will be mainly philosophical, although we will devote some time to relating the metaphysical developments to their historical, socio-political setting.

Second semester. Professor Hudson.

16. The Christian Religious Tradition. An examination of the development of Christian thought in Western culture from St. Augustine to Pascal. Special attention will be given to understanding the relationship of religious vision and self-understanding to a particular historical moment and also to the problem of the religious life and social change. Readings will include St. Augustine's *Confessions*, selections from St. Thomas Aquinas' *Summa Theologica*, the poetry of Christian mystics and the rules of the monastics, Dante's *Divine Comedy*, selections from Catholic and Protestant reformers, and Pascal's *Pensées*.

Second semester. Omitted 1979–80. Professor Pemberton.

21. Hebrew Scriptures. The rich and varied literary traditions of the Old Testament, studied against the background of ancient Near Eastern myth, ritual, and law. We will trace the ways in which the theological message of the Old Testament and its literary forms adapt to and parallel developments in Israel's history and social structure.

First semester. Professor Niditch.

22. Christian Scriptures. An analysis of New Testament literature as shaped by the currents and parties of first century Judaism. Emphasis will be placed on the major letters of Paul and the four Gospels.

Second semester. Professor Doran.

23s. Buddhist Scriptures. A literary, historical, and philosophical study of the fundamental Scriptures of the Buddhist traditions: Theravada, Mahasamghika, Mahayana, and Vajrayana. While primary attention will be given to the texts themselves in their Indian religious setting, the commentarial elucidations of such great philosophers as Nagarjuna, Asanga, Shantideva, Chih I, Fa Tsang, Shinran, Nichiren, and Tsong Khapa will be consulted where available in English. Readings will include the *Dhammapada*, the *Suttanipata*, the *Mahavastu*, and the *Buddhacarita;* the *Vimalakirti, Transcendent Wisdom, Garland, Lotus and Pure Land* Scriptures; and selections from the Guhyasamaja literature.

Second semester. Omitted 1979–80. Professor Thurman.

25. Religion and Art in Africa. An inquiry into traditional African religion and art with special consideration given to the ritual context of music, dance, masquerade, and shrine sculpture. The course of study will focus upon the religion and art of the Yoruba people of Nigeria. Attention will also be given to religious symbolization and canons of aesthetic excellence among the Dogon, Mende, Baule, Ashanti, Kalabari, Ibo, Benin, and Fang of West Africa, as well as the Nuer of the Sudan, the Legbara of East Africa, and the Lega and Ndembu of Central Africa.

First semester. Professor Pemberton.

30. The Poetry of Enlightenment. The course will examine those genres of spiritual poetry that are most closely connected with the experiences of enlightenment, either as methods of cultivation and communication or as spontaneous outpouring and celebration. Having sketched the background in Western and Eastern esotericism, we will explore conceptual frameworks for a "poetics of enlightenment" in Indian Tantric literature. We will then read the songs (*dohas*) of the Mahasiddhas, the cases (*koan*) of the Ch'an masters in the *Blue Cliff Record*, the *Hundred Thousand Songs of Milarepa*, Tsong Khapa's *Praise for Relativity*, Rolwaydorje's *"Mother-Identification,"* concluding with the Japanese refinement known as *haiku*.

Second semester. Omitted 1979–80. Professor Thurman.

33. American Religious History I. A survey of the history of American religion from the colonial period to the Civil War. Emphasis will be placed on the theology and ethics of the New England Puritans (including Jonathan Edwards), the relation of Protestantism to the Revolution and the emergence in America of liberal democracy, the creation by the slaves of Afro-American Christianity and the development in the north of the independent black churches (particularly the A.M.E. church), and the role of religious figures in the antebellum critique and defense of slavery and indus-

trialism. Attention will also be given to the formation of American Catholicism and American Judaism.

First semester. Professor Wills.

34. American Religious History II. A survey of the history of American religion from the Civil War to the present. Emphasis will be placed on the emergence and development (particularly within Protestantism) of a theology responsive to modern developments in natural science, social science and historical scholarship; the steady erosion of white Protestantism's cultural hegemony and the growing importance of Catholicism, Judaism and black religion; the continuing tension within all American religious communities between traditionalism and liberalization; the role of religious figures in criticizing and defending racial segregation, capitalism, and America's expanding role in international affairs; and the importance of the 1960s as a period of change in American religious life.

Second semester. Omitted 1979–80. Professor Wills.

41s. Rabbinic Literature. A study of the various genres of *midrash*, the Rabbis' explanations, reformulations, and elaborations of Scripture, with attention to legal and non-legal materials, plus readings in the corpus of non-exegetical literature, the legends, histories, parables, and proverbs, which fall under the heading of "free *aggadah*." Through selected texts from the midrashic collections, the Mishnah, and the Talmud, we will explore the Rabbis' techniques of interpreting Scripture as well as the literary forms in which their discussions have been preserved. In the process we hope to gain a sense of theologies and world-views of the Rabbis, their varying responses to conditions around them.

Second semester. Omitted 1979–80. Professor Niditch.

45. Christianity to the Rise of Islam. Various moments in the history of Christianity will be examined: the conflict between society and Christians in the second century; the controversy over true gnosis; the Nestorian heresy concerning the nature of Christ; the battle with the pagan revival of the late fourth century; the phenomenon of stylite saints; and the rise and career of Muhammed. Readings will be drawn from the Apocrypha of the New Testament, Christian lives of saints and lives of Greek philosophers—all of which will be approached as reflections of social, historical and geographical changes.

First semester. Professor Doran.

48. Christian Thought in the Modern World. An examination of the writings of selected Catholic and Protestant theologians of the nineteenth and twentieth centuries in terms of two questions: What is the status of Christian belief in an age of science? What is the relationship of Christianity to non-Christian religions? The course will examine such issues as the relationship between religious commitment, theological doctrine, and scientific inquiry; and the authority of church and scripture in relationship to reli-

gious pluralism and the historical and cultural relativism of religion. Authors will include Ernst Troeltsch, George Tyrell, Dietrich Bonhoeffer, Karl Barth, Paul Tillich, Langdon Gilkey, Paul Ricoeur, Ian Barbour, John Cobb, Karl Rahner, and Hans Kung.

Second semester. Professor Pemberton.

49. Christian Ethics. An examination of the theoretical structure of Christian Ethics and its application to contemporary individual and social questions. Attention will be given to such theoretical issues as the relation between philosophical and theological ethics, the relation of principle and situation in moral decision-making, and the status of love as a moral norm, as well as to specific questions concerning modern warfare, political obligation, economic inequality and bioethics. A seminar course.

First semester. Professor Little.

Max Weber. See Luce Seminar 1.

First semester. Professors Little, Strong and Wills.

Jewish and Christian Ethics. See Luce Seminar 2.

Second semester. Professors Little and Niditch.

62. Topics in Indian Philosophy. A critical examination of the contributions of major Indian philosophers to the solution or dissolution of philosophical problems which have intensely concerned philosophers of all times and traditions. Reflections will focus on the phenomenology of the Abhidharma, as related to Vaisesika realism, on the idealistic epistemology of the Vijnanavada, as related to the Nyaya rationalism, and on the technique of radical criticism of the Madhyamika, as related to subsequent developments in Vedanta thought. Special attention will be given to the problems of philosophical languages in order to overcome the obstacle to thought posed by the difficulties of translation. Readings will include Vasubandhu's *Abhidharmakosa*, the *Nyayasutra*, the *Vaisesikasutra*, the *Nyayabindu*, the *Madhyamikakarika*, with other critical works by modern Indian and European authors, such as Shastri, Murti, Stcherbatski, Matilal, Potter, etc.

Requisite: Religion 11 or 12, Philosophy 11, or consent of the instructor. Second semester. Omitted 1979–80. Professor Thurman.

70. Topics in Religious Ethics: Ethical Relativism. An attempt to typify and analyze the arguments over whether or not there are any absolute, universally binding moral standards. Arguments from within several different religious traditions will be considered, as will nonreligious arguments in the writings of philosophers and social scientists. Some special attention will be given to the implications of these arguments for the discussion of "human rights." Both classical and contemporary texts will be consulted. A seminar course.

Second semester. Professor Little.

Anthropological Approaches to the Study of Religion. See Anthropology 31.

Elective for Sophomores. First semester. Professor Babb.

77. Conference Course. Required of candidates for Honors in Religion: Preparation and oral defense of a scholarly essay on a topic approved by the Department. Detailed outline of thesis and adequate bibliography for project required before Thanksgiving; preliminary version of substantial portion of thesis by end of semester.

Elective for Seniors with consent of the instructors. First semester. The Department.

D78. Conference Course. Required of candidates for Honors in Religion: A continuation of Religion 77. A double course.

Elective for Seniors with consent of the instructors. Second semester. The Department.

97. Special Topics. Independent Reading Course. Reading in an area selected by the student and approved in advance by a member of the Department.

First semester. The Department.

98. Special Topics. Independent Reading Course. Same description as Religion 97.

Second semester. The Department.

ROMANCE LANGUAGES

Professors Carre (Chairman), Giordanetti and Johnson; Associate Professor Maraniss; Assistant Professors Clark, Johnson-Cousin and Margolis; Visiting Assistant Professor Roloff and Assistants.

The objective of the major, whether in French or in Spanish, is to achieve engagement with another culture directly through its language and principally by way of its literature. Literature, which joins imagination with observation, is here understood as the widest expression of a culture. A people, a milieu, and a time are communicated by individual voices. To be sure, each voice is unique and transcends time and boundaries, but it shares its language and its culture. The distinction with our own culture and our individual selves merits serious linguistic training, study and reflection.

Emphasis in courses is upon examination in some depth of significant authors or themes rather than on chronological survey. Our preference is for close reading of texts employing the critical tools developed in our time,

but the text is not dislocated from the culture. Writers in French and in Spanish are exceptionally aware of their heritage, and an intelligent understanding of Romance Literatures calls for an acquaintance with the tradition and its evolution—hence, the requirement for all majors of a flexible distribution scheme among the centuries. Further, since the aim of the major is ultimately the understanding of a culture, a number of courses in French and in Spanish undertake to combine the study of texts with appropriate non-verbal representations. The Department will encourage the construction of a major in French or Hispanic Civilization for individual students, grouping courses in French or Spanish language and literature with courses from other disciplines at Amherst and in the Five-College area.

Whatever the track chosen, assurance and correctness in the use of a language form the ground for a successful completion of the major. Most of our courses are taught in the language. We assume a Junior year or a semester of foreign study to be the normal extension of study at Amherst for our majors. The comprehensive requirement must be satisfied by an active demonstration of linguistic competence, whether the option chosen by the major be a paper, an examination, or a formal oral presentation. Honors theses in French are written in the language. Majors who will be abroad during the Junior year must plan their comprehensive program, their foreign study, and the broad lines of their Honors project by the end of the Sophomore year. Majors in French or Hispanic Civilization must also be organized by the end of the Sophomore year.

The major in Romance Languages constitutes an effective preparation for graduate work but it is not conceived as strictly pre-professional training. It is rather an enlargement of the student's experience beyond the bounds of his or her national culture—humanistic training in a large sense. For our graduates the major in Romance Languages opens up fields of activity beyond national boundaries.

The French and Spanish departments within the Department of Romance Languages share a common philosophy. The application of that philosophy to their majors is detailed below:

French

Major Program. The Department of French aims at flexibility and response to the plans and interests of the French major within a structure that affords diversity of experience in French literature and continuous training in the use of the language.

A major in French (both *rite* and Honors) will normally consist of (a) eight courses within the Department or (b) six courses within the Department and two related courses chosen with departmental approval. All

courses offered by the Department above French 3 may count for the major. The one rule of selection is that two of the six or three of the eight courses submitted for the major must be chosen from offerings in French literature before the nineteenth century.

The minimum level of competence in the language for a French major is that represented by superior work in French 7 or by passage of a proficiency examination set by the Department, normally by the end of the Sophomore year. To develop further expressiveness and clarity in written French, the major must choose (a) to take a special course in French stylistics; (b) to take a literature course in which particular attention will be given to the written work of the French majors; or (c) to meet regularly with a member of the Department to work on problems of writing.

The comprehensive program set by the Department in consultation with its majors will normally be completed by the end of the first semester of the Senior year. All majors will normally elect French 77 and a Special Topics course toward completion of the program.

Honors Program. In addition to the major program described above, a candidate for departmental Honors must present a thesis and sustain an oral examination upon the thesis. Candidates will normally elect D78 in the second semester of their Senior year.

Combined Majors. Course programs for a joint major in French and Spanish or French and other languages are arranged by the student in consultation with the instructors in those languages.

Interdisciplinary Majors. Interdisciplinary majors are established through the College Committee on Special Programs with the endorsement and cooperation of the Department or with the approval of individual members of the Department.

Foreign Study. A program of study approved by the Department for a Junior year in France has the support of the Department as a significant means of enlarging the major's comprehension of French civilization and as the most effective method of developing mastery of the language. Four Amherst French courses will be the minimum required for a major who has spent a Junior year abroad.

Placement in French language courses. See individual course descriptions for placement indicators.

Placement in French literature courses. Unless otherwise specified, admission to courses in literature is granted upon satisfactory completion of French 5 or a course of equivalent level in secondary school French (Advanced Standing or a score of 600 in CEEB placement).

1. Elementary Course. Grammar, pronunciation, oral practice and reading. Three hours a week for explanation and demonstration, two hours a week

in small sections plus laboratory drill for oral practice. Prepares for French 3 or French 5.

For students without previous training in French. First semester. Professors Clark, Johnson-Cousin and Assistants.

3. Intermediate Course. Intensive review of grammar and oral practice. Reading and analysis of literary texts. Three hours a week for explanation and demonstration. Two hours a week in small sections plus laboratory for drill in aural comprehension of the language. Prepares for French 5 and in certain cases for literature or advanced language courses.

For students with less than three years of secondary school French who score below 500 in CEEB placement test. First semester. Professor Johnson-Cousin and Assistants.

3s. Intermediate Course. Same description as French 3.

Second semester. Professor Johnson-Cousin and Assistants.

5. Language and Literature. An introduction to the critical reading of French literary and non-literary texts; a review of French grammar; training in composition, conversation and listening comprehension. Reading will be drawn from significant short stories, plays and poetry from the modern period, by Arab and African as well as French writers. The survey of different literary genres serves also to contrast several views of French culture. Conversation classes with native French assistants are an essential part of this program. Successful completion of French 5 prepares students for literature and advanced courses. Conducted in French. Three hours a week in class and two hours of conversation with French assistants.

For students with three or four years of secondary school French and a CEEB score between 500–600. First semester. Professors Carre, Clark and Assistants.

5s. Language and Literature. Same description as French 5.

Second semester. Professors Clark, Margolis and Assistants.

7. Intermediate French Composition. Rapid review of French grammar; practice in set translation and free composition. Emphasis in composition will be on basic techniques of creative and critical writing. Three hours of classroom work a week.

For students who have completed French 5 or equivalent in secondary school French (Advanced Standing or a score of 600 in CEEB placement). First semester. Professor Johnson-Cousin.

8. French Conversation. Contemporary France. Organized discussion classes and oral presentations centered on French politics, government, society, with particular attention to student life and aspects of French education and the arts. Discussions conducted as a conversational colloquium in French with the native French assistants. Two classroom meetings a week.

Requisite: Satisfactory completion of French 5 or its equivalent. Second semester. Professors Johnson-Cousin, Margolis and Assistants.

11. The Mannerist and the Baroque: Seminar in French Literature and Civilization in the Sixteenth and Seventeenth Centuries. Survey of French literature and art from the early Renaissance through the end of the Classical period. Main concentration of the course will be on the literature, and readings will be selected from Rabelais, the Pleiade poets, Montaigne, La Fontaine, Pascal, Corneille, Molière and Racine. In addition, special attention will be given to the School of Fontainebleau, the Mannerists and the Baroque in art and architecture, and their corresponding expression in literature. Conducted in French. Three hours of classroom work (in two seminar meetings) a week.

First semester. Professor Giordanetti.

12. Seminar in French Literature and Civilization Since the Seventeenth Century. Reading and discussion of selected texts, with investigation of various aspects of French art and civilization (e.g., architecture, painting, etc.). Concentration will be on the eighteenth and nineteenth centuries with, as time permits, some introductory materials from the twentieth century. Conducted in French.

Second semester. Professor Giordanetti.

13s. Major French Novelists: Artifice and Authenticity in Nineteenth Century French Fiction. Introductory studies of the novel as it comes of age. Rather than building directly on the brilliant eighteenth century beginnings (Rousseau, Marivaux and Laclos), the novel in the romantic period emerges from the scarcely refurbished stereo-types of the *roman noir* and the *roman sentimental,* mainstays of a vast pulp-fiction industry. Despite such impoverishment, Chateaubriand and Constant are able to use this popular new genre to achieve a degree of psychological and sociological exactitude heretofore unavailable to the established forms of drama and poetry. After examining these first tentative steps toward realism, we will turn to works of Balzac and Stendhal as they add a new dimension to narrative prose: the depiction of historical reality through dialogue and plot structure. Finally, we will trace the gradual elimination of the romanesque in the novels of Flaubert and Zola as these writers strive to forge with their art a social document, "a corner of nature seen through a temperament." Conducted in French. Three hours of classroom work per week.

Second semester. Professor Clark.

14. Advanced French Composition. Extensive practice in writing in a variety of styles: free composition, creative writing, translation from English to French. Three hours (two class meetings) a week.

Requisite: French 7 or its equivalent. Recommended for majors and advanced students. Elective for Freshmen with consent of the instructor. Limited to fifteen students. Second semester. Professor Giordanetti.

15. Contemporary French Novel: Crisis and Transformation. After an initial look at the vicissitudes besetting the genre in the aftermath of naturalism, we will broadly survey the long series of novelistic experiments, both technical and ideological, which begins around the time of the first World War and continues feverishly through the *nouveau roman* in the 50s. Selected works of Proust and Gide will be shown to culminate and dismantle simultaneously the grand narrative tradition of the nineteenth century. Novels by Breton, Duras and Sarraute will be offered as attempts to reappraise the resources and limits of character, plot and description. Concurrently, as reflected in their fictions, Sartre's existentialism, Breton's surrealism and Malraux' ill-fated overtures to Communism and to the East will provide some insight into the complicated but obstinate relation between narrative art and politics. Conducted in French. Three hours of classroom work per week.

First semester. Professor Clark.

21. Introduction to French Medieval Literature. Selected readings in Medieval French poetry and prose in original and in translation. The history and varieties of Old French, together with some Old Provençal, are explored and taught in such a way as to provide students with the opportunity to acquire reading knowledge and also a more vivid sense of Medieval French culture. Readings for the most part are brief but to be read carefully, with literary awareness emphasized over linguistic analysis. Longer works mostly in translation. Texts to include *Chanson de Roland,* troubadour poetry, *Lais* of Marie de France, *Yvain* of Chrétien de Troyes, Froissart's *Chronicles, Farce de Maître Pathelin,* and poetry of Christine de Pizan, Charles d'Orléans and François Villon. Conducted in English. Reading knowledge of French essential; Latin, other Romance Languages and/or Middle English helpful. Students will be asked to write short critical papers and to read and translate in class, along with general discussion of the works. Three hours of classroom work per week.

Limited to fifteen students. First semester. Professor Margolis.

23s. Baudelaire, Rimbaud and Apollinaire. A study in depth and discussion of the poetry and poetics of three makers of modern poetry in France: Baudelaire, Rimbaud and Apollinaire. Particular attention to *Les Fleurs du Mal, Une Saison en Enfer, Alcools* and *Calligrammes.* Conducted in French. Three hours of classroom work per week.

Elective for Freshmen with consent of the instructor. Second semester. Professor Carre.

25s. The Spirit of French Humanism: Rabelais and Montaigne. Analysis of the history of ideas and literary style of the French Renaissance as centered on Rabelais and Montaigne. In depth reading of *Gargantua, Pantagruel* and *Tiers Livre* of Rabelais and the *Essais* of Montaigne. Themes and motifs in these works to be highlighted by discussion of poetry of Scève, Labé, Ron-

sard, Du Bellay, and d'Aubigné. The use of irony and satire is examined as well as serious discourse and dialectics approaching the notion of man as the measure of all things. Knowledge of Classical literature and/or language very helpful but not mandatory. Conducted in French. Three hours of classroom work a week.

Second semester. Professor Margolis.

27. French Literature of the Seventeenth Century: Grâce, Gaieté, Galanterie. Reading and discussion of major writings of the "Grand siècle," centered around the motifs of *grâce, gaieté,* and *galanterie* as defined throughout the course. We shall read representative works of Pascal and Descartes, with some attention to Bossuet; Corneille; Racine; Molière; an introduction to the poetry of Saint-Amant and Théophile de Viau; selected fables and other poems of La Fontaine, with reflection on the spirit of satire and the critical theory of Boileau. Finally, the *Princesse de Clèves* will be examined as the first psychological novel. Such a variety of literary forms, when considered along the lines of the above-mentioned concepts, should provide a truer and more complete understanding of the so-called "classical ideal," the related themes of *préciosité,* the *"honnête homme,"* and the conflict between tradition and modernity than is provided in the familiar unidimensional interpretation of seventeenth century literature. Conducted in French. Three hours of classroom work per week.

First semester. Omitted 1979–80. Professor Margolis.

31s. The Age of Enlightenment. A study of the literature of the eighteenth century from the Regency to the Revolution, its relations to the intellectual, esthetic, and social changes of the Enlightenment, the development of new literary forms. Particular emphasis will be given to Voltaire, Rousseau, and Diderot. One three-hour meeting a week; discussion, oral reports, one term paper on individual related topics.

Requisite: An introductory course conducted in French. Elective for Sophomores or Freshmen with consent of the instructor. Second semester. Omitted 1979–80. Professor Giordanetti.

33. The Romantic Imagination. A study of the origins and development of the European phenomenon of Romanticism of the early nineteenth century. The movement will be considered in several of its manifestations, in music, painting and architecture in addition to literature. Conducted in French. One three-hour seminar a week; one term paper on individual related topics.

Limited to fifteen students. Please consult instructor before enrolling. First semester. Professor Giordanetti.

35s. Tradition and Anti-tradition in the Twentieth Century French Theater. An analysis of plays and dramatic theories: Claudel, Romains, and Giraudoux as representatives of the tradition; Jarry, Artaud, Ionesco, Beck-

ett and Genet as makers of a new theater. Conducted in French. Three hours of classroom work a week.

Second semester. Professor Carre.

37. Camus and Sartre. Existentialism and *engagement*. Readings and discussion of the major works, literary and theoretical, of the two authors, concluding with an examination of the controversy that opposed Camus to Sartre and the *Temps Modernes* group on the nature of the artist's commitment to society. Conducted in French. Three hours of classroom work a week.

Elective for Sophomores or Freshmen with consent of the instructor. First semester. Omitted 1979–80. Professor Carre.

The Gothic Age: The Art and Literature of France During the Middle Ages. French elective. See Colloquium 32.

Limited to thirty students. Second semester. Professors Giordanetti and Upton.

77, D78. Conference Course for Seniors. A single and a double course.

First and second semesters. The Department.

97, H97, 98, H98. Special Topics. Independent Reading Courses. Full or half courses.

Approval of the Department chairman is required. First and second semesters.

Spanish

Major Program. The Department of Spanish expects its majors to have a broad and diverse experience in the literatures and cultures of Spanish-speaking peoples. To this end, continuous training in the use of the language and travel abroad will be emphasized. A major in Hispanic Studies or Latin-American Studies can be arranged. Students should read the statement on Latin-American Studies.

A major in Spanish (both *rite* and Honors) will normally consist of (a) eight courses within the Department or (b) six courses within the Department and two related courses chosen with departmental approval. All courses offered by the Department above Spanish 3 may count for the major. At the minimum each major should develop a reasonable familiarity with the Golden Age, Spanish America, and Modern Spain.

The minimum level of competence in the language for a Spanish major is that represented by superior work in Spanish 14 or by passage of a proficiency examination set by the Department, normally at the end of the Sophomore year. To develop further expressiveness and clarity in written

Spanish, the major must choose (a) to take a literature course in which particular attention will be given to written work of the major; or (b) to meet regularly with a member of the Department to work on problems of expression and style.

The comprehensive program set by the Department in consultation with its majors will normally be completed by the end of the first semester of the Senior year. All majors will elect Spanish 77 and a Special Topics course toward completion of the program.

Honors Program. In addition to the major program described above, a candidate for departmental Honors must present a thesis and sustain an oral examination upon the thesis. Candidates will normally elect D78 in the second semester of their Senior year.

Combined Majors. Both *rite* and Honors majors may be taken in combination with other fields, e.g., Spanish and French, Spanish and Religion, Spanish and Fine Arts. Plans for such combined majors must be approved in advance by representatives of the departments concerned.

Interdisciplinary Majors. Interdisciplinary majors are established through the College Committee on Special Programs, with the endorsement and cooperation of the Department or with the approval of individual members of the Department.

Study Abroad. Students majoring in Spanish are encouraged and expected to spend a summer, a semester, or a year studying in Spain or Spanish America. Plans for study abroad must be approved in advance by the Department.

Placement in Spanish language courses. See individual course descriptions for placement indicators.

Placement in Spanish literature courses. Unless otherwise specified, admission to courses in literature is granted upon satisfactory completion of Spanish 5 or a course of equivalent level at another institution (a score above 600 in the CEEB reading and listening texts, or Advanced Standing).

1. Elementary Spanish, Part I. Grammar, pronunciation, oral practice, and reading. Major emphasis on speaking and on aural comprehension. Five hours a week in class, plus regular work in the language laboratory. For students without previous training in Spanish. This course prepares for Spanish 3s.

First semester. Professor Roloff.

3s. Elementary Spanish, Part II. A continuation of Spanish I, with increased emphasis on reading, and some work in composition. Four hours a week in class, one hour of intensive conversation with language assistant,

and continual use of the language laboratory. This course prepares for Spanish 5.

Second semester. Professor Roloff.

5. Intermediate Spanish. The goal of this course is to help develop ease in written and oral expression in Spanish through weekly short compositions, structured debates and conversation. These will be based on readings which will stress different aspects of Hispanic culture. Conducted in Spanish. Three regular class meetings plus practice in the language laboratory and a conversation section. For students with a proficiency equivalent to that represented by 500-600 on the CEEB tests.

First semester. Professor Roloff.

7. Contemporary Hispanic Culture: Composition, Conversation, and Reading. This course will explore certain vital issues of the contemporary Hispanic world, as presented in film, song, and various forms of written discourse, e.g., literary prose and poetry, journalism, academic writing, and political and commercial propaganda. Working with these materials, we will also stress the further development of speaking and writing skills. Conducted in Spanish.

Requisite: Spanish 5 or a proficiency equivalent to a score above 600 on the CEEB tests. First semester. Professor Roloff.

7s. Contemporary Hispanic Culture: Composition, Conversation, and Reading. Same description as Spanish 7.

Second semester. Professor Roloff.

14. Spanish Prose Composition and Style. This intensive course is designed to strengthen and refine the student's mastery of the Spanish language. Practice in free composition and in translation of examples of a variety of styles. Conversation. Conducted in Spanish.

Requisite: Spanish 5 or the equivalent. Second semester. Professor Johnson.

16. The Spanish Temper. A study of Spanish consciousness from the Renaissance to the present. Writings of Quevedo, Cervantes, Lope de Vega, San Juan, Lorca, Salinas, and others will be discussed in their historical and artistic context. Special attention will be given to the baroque tradition in literature and art. Conducted in Spanish.

Requisite: Spanish 5 or the equivalent. Second semester. Professor Johnson.

16f. The Spanish Temper. Same description as Spanish 16.

First semester. Professor Johnson.

21. Poetry of the Golden Age. The course will begin with readings of the major Baroque poets Quevedo and Góngora, and will then consider the

poetry of Garcilaso de la Vega, San Juan de la Cruz, Fray Luis de León and Lope de Vega. Conducted in Spanish.

Elective for Sophomores. First semester. Omitted 1979–80. Professor Maraniss.

24. Modern Spanish Literature. Readings from major writers of the Spanish generations of 1898 to 1927: Unamuno, Baroja, Azorín, Machado, Valle-Inclán, Ortega y Gasset, Miró, García Lorca, Salinas, Alberti, Guillén, Cernuda. Conducted in Spanish.

Requisite: Spanish 16 or the equivalent. Second semester. Professor Maraniss.

27. Indian Civilizations of Mesoamerica. Readings in Spanish: selections from nahuatl and mayan texts, Spanish chronicles of the sixteenth century, and scholarly and literary material from the twentieth century. Some reading in English (mainly archaeology, anthropology, and art) from the twentieth century. Emphasis on the development of the Quetzalcoatl-Kukulkan-Gucumatz myth and the significance to twentieth century Americans of mescomerican Indian civilizations: principally the azteca, maya and olmeca. Individual student projects on these and other mesoamerican interests. Students will be expected to keep a journal and write a paper in Spanish. Conducted in Spanish.

Elective for Sophomores. First semester. Professor Johnson.

28. Twentieth Century Latin American Prose and Poetry. This course is designed to introduce students to some of the outstanding texts of Latin American prose and poetry of this century. Readings will include novels and short stories by such writers as Quiroga, Borges, Carpentier, Cortázar, and García Márquez, and poetry by Darío, Vallejo, and Neruda, as well as examples from poets whose work first became widely known in the 60s and 70s: Dalton, Cardenal, and Cisneros. Conducted in Spanish.

Requisite: Spanish 16 or the equivalent. Second semester. Professor Johnson.

33s. Spanish Culture from the Civil War to the Present. Poetry, prose, theater, and cinema created during and after the Spanish Civil War by Spaniards inside and outside of Spain. The problems and responsibilities of the artist and the intellectual in times of war and in times of dictatorship, as well as in the post-Franco period. Conducted in Spanish.

Requisite: Spanish 16 or the equivalent. Elective for Sophomores. Second semester. Professor Maraniss.

34. The Search for Identity. Latin American Thought in the Nineteenth and Twentieth Centuries. This course will trace the issue of cultural and political independence from Bolívar's time to the present. We shall read Sarmiento, Hernández, Martí, and Mariátegui, and consider such topics as the colonial and neo-colonial experience, European and North American

models of development, and America's ethnic diversity, trying always to appreciate the ways in which each author speaks for a particular social group with concrete historical interests. Other possible readings include works by Rodó, González Prada, Vasconcelos, Flores Magón, Paz, Che Guevara, Retamar and Galeano. Conducted in Spanish.

Requisite: Spanish 16 or the equivalent. Elective for Sophomores. Second semester. Omitted 1979–80.

35. Readings in the Spanish Novel. In this course we will study Galdos' *Fortunata y Jacinta,* plus his short feminist novel, *Tristana,* which we will compare to Bunuel's film of the same title. We will also consider representative works by Clarín, Baroja, and Unamuno, and will end with a novel by a contemporary writer, e.g., Goytisolo or Marse. Conducted in Spanish.

Requisite: Spanish 16 or the equivalent. Elective for Sophomores. First semester. Omitted 1979–80.

36f. Readings in Seventeenth Century European Theater. Selected plays of Lope de Vega, Calderón de la Barca, Tirso de Molina, Corneille, Racine, Molière and Shakespeare will be read in the original languages whenever possible. Through close readings of representative works, an understanding of the national dramas of Spain, France and England will be approached. The course will be divided into two sections, one for those who can read the *Comedia* in Spanish and one for those who cannot. Conducted in English.

First semester. Professor Maraniss.

43. Cervantes. *Don Quijote de la Mancha* and some exemplary novels will be read, along with other Spanish works of the time, which were present at the novel's birth. Students will also be asked to deal with Cervantes in connection with other writers whom he may have influenced, e.g., Sterne, Dickens, Flaubert, or Mark Twain. The course will be divided into two sections, one for those who will read and discuss Cervantes in Spanish, and one for those who will not. Conducted in English.

First semester. Omitted 1979–80. Professor Maraniss.

45. El Modernismo: antes y despues—Darío y Neruda. After reading and discussing representative works by some *modernista* poets (principally Ruben Darío), we will study extensively the writings of Pablo Neruda. Some attention will be given to the mediaeval, classic and romantic roots of their creations, but we will be basically concerned with the contribution of their word to man's knowledge of himself, his fellow man, and his world. Poetic translations will be attempted. Students will be expected to keep a journal and write a final paper in Spanish. Conducted in Spanish.

Requisite: Spanish 16 or the equivalent. Elective for Sophomores. First semester. Omitted 1979–80. Professor Johnson.

77. Conference Course for Seniors.
First semester. The Department.

D78. Conference Course for Seniors. A double course.
Second semester. The Department.

97, H97, 98, H98. Special Topics. The Department calls attention to the fact that Special Topics courses may be offered to students on either an individual or group basis. Students interested in forming a group course on some aspect of Spanish life and culture are invited to talk over possibilities with a representative of the Department. When possible, this should be done several weeks in advance of the semester in which the course is to be taken.
First and second semesters.

RUSSIAN

Associate Professors D. Peterson and Rabinowitz (Chairman); Assistant Professors Broyde, P. Hunt, and J. Taubman; Viktoria Schweitzer, Visiting Associate of Russian Studies.

Major Program. There are two possible majors in Russian.

Russian Language and Literature. The major will consist of Russian 11 and 12, at least two courses in sequence among Russian 21, 22, 23, plus four upper-level Russian courses offered in the Department or at one of the neighboring colleges. (Russian 1 through 4 will not count toward the major.)

It is recommended that the major take History 31–32 (Survey of Russian History) and at least two or three courses in one other literature (preferably English, French or German). In addition to demonstrating a proficiency in spoken and written Russian, the major will be required to pass a comprehensive examination during the second semester of his or her Senior year. A reading list will be provided by the Department as a guide in preparing for the examination.

Russian Studies: The major will consist of Russian 11 and 12, at least two courses in sequence among Russian 21, 22, 23, plus three other courses, chosen in consultation with the student's advisor, which together form a coherent plan for the study of Russia and its civilization. (Russian 1 through 4 will not count toward the major.)

In addition to acquiring proficiency in Russian, Russian Studies majors will also be expected to choose one of the social science disciplines (History, Political Science, Economics, Anthropology or Sociology) as a methodological focus for their area of concentration. They must take at least two courses in the chosen discipline, ordinarily including the introductory

course. (These two courses may not be counted toward the major; they are a prerequisite for majoring in Russian Studies.)

The Russian Studies major will be required to pass a comprehensive examination during the second semester of the Senior year. A reading list will be compiled by the Department to provide guidance in preparing for the examination.

Honors Program. In addition to the requirements for the major program, the Honors candidate must take Russian 77–78 during his or her Senior year and must prepare a thesis on a topic approved by the Department.

Slavic Studies. A student at Amherst College may develop a program in Slavic Studies from courses offered here and at Mount Holyoke and Smith Colleges and the University of Massachusetts. Courses in the fields of anthropology, economics, government and political science, history, Polish, Russian, and sociology which may be included in a Slavic Studies program are listed in a booklet published by the Office of the Five College Coordinator, which is available from the Registrar.

Study Abroad. Any student who has studied Russian for two years or more and wishes to put to the test his or her ability to operate in the language may take advantage of the Interterm in Russia. This is organized by the Russian Department of Amherst in cooperation with other Russian Departments in the Valley, using the January break, to make possible travel to Russia at minimal cost. The participating students will be accompanied by a faculty member; the three to four weeks spent in Russia are usually divided between Leningrad and Moscow. While not a formal academic activity, the Interterm in Russia should be considered to fall logically between Russian 11 and Russian 12, and thus to be an aspect of Studies in Russian Language and Culture. Accordingly, participation may be limited to students who are either enrolled in Russian 11 or can show equivalent (or superior) proficiency in the language.

Students who are interested in spending more than three to four weeks in the Soviet Union are urged to consult with the Russian Department about the Summer and/or Semester Programs at Leningrad or Moscow University which are open to qualified American undergraduates.

1. First-Year Russian. The fundamental structure of Russian demonstrates how a language strives to maintain itself as a functional, strongly coherent system. Stress is laid on a knowledge of the patterns and shapes of the language's building materials rather than on an endless memorization of forms. Pronunciation, oral practice, reading, writing. Some sessions conducted primarily in Russian. Four meetings per week plus weekly work in the language laboratory.

First semester. Professor P. Hunt.

2. First-Year Russian. Continuation of Russian 1.

Requisite: Russian 1 or equivalent. Second semester. Professor P. Hunt.

3. Second-Year Russian. Intensive review and further study of grammar. Systematic vocabulary building, both active and passive. Reading of literary and non-literary texts, including Pushkin's "Queen of Spades" and selected poetry. Development of aural comprehension and oral fluency. Brief writing assignments. Conducted increasingly in Russian. Four class meetings plus language laboratory work weekly.

Requisite: Russian 2 or equivalent. First semester. Professor J. Taubman.

4. Second-Year Russian. Continuation of Russian 3.

Requisite: Russian 3 or equivalent. Second semester. Professor J. Taubman.

11. Studies in Russian Language and Culture. Reading and discussion of selected works of Russian prose and poetry, both classical and modern. Included among the readings will be literary criticism, as well as historical, philosophical, and publicistic writings. Conducted mostly in Russian. (Systematic vocabulary building; selective grammar review; oral and written reports.) Two eighty-minute and one fifty-minute sessions per week.

Requisite: Russian 4 or equivalent. First semester. Professor Rabinowitz.

12. Studies in Russian Language and Culture. Continuation of Russian 11.

Requisite: Russian 11. Second semester. Professor Broyde.

21. Survey of Russian Literature, Part I. After a brief consideration of Russian medieval literature (including readings in epic, hagiography and autobiography) as well as Russian literature of the eighteenth century (including readings in drama and the short story), the course will focus primarily on the evolution of nineteenth century prose forms from Pushkin through Turgenev. Authors include Pushkin (*Eugene Onegin, The Tales of Belkin,* "The Queen of Spades"); Lermontov *(A Hero of Our Time);* Gogol ("The Terrible Vengeance," "Old World Landowners," "Ivan Shponka and His Aunt," "The Nose," "The Overcoat"); Dostoevsky *(Poor Folk);* Goncharov *(Oblomov);* Turgenev *(Fathers and Sons, Rudin).* The works are seen against a larger social and philosophical background, both Russian and European. Students with sufficient preparation in Russian language will be asked to sample some of the reading in the original.

First semester. Professor Rabinowitz.

22. Survey of Russian Literature, Part II. An examination of major Russian writers and literary trends from about 1860 to the Bolshevik Revolution as well as a sampling of Russian emigre literature through a reading of representative novels, stories, and plays in translation. Authors include Dostoevsky *(The Double, Notes From Underground, Crime and Punishment);* Tolstoy *(Family Happiness, Anna Karenina, The Death of Ivan Ilych);* Chekhov (selected stories); Gorky *(Childhood);* Sologub *(The Petty Demon);* Bely *(Petersburg);* Bunin (selected stories) and Nabokov *(Invitation to a Beheading).* The evolution of recurring themes such as the breakdown of the fam-

ily, the "woman question," madness, attitudes toward the city, childhood and perception of youth.

Second semester. Professor Rabinowitz.

23s. Russian Literature Since the Revolution. The course will survey Russian literature from the Revolution to the present. The reading includes poetry (Blok, Mayakovsky, Axmatova), prose (Zoshchenko, Sholokhov, Pasternak, Solzhenitsyn) as well as contemporary writings about literature itself. Special attention will be given to recurrent themes in Russian culture as expressed in the Soviet context (such as the alienated intellectual, the alternatives to western rationalism in the definition of Russian self-consciousness, the individual in a centralized society), and to manifestations of modern consciousness in literature. Readings will be in translation. Students with sufficient preparation in Russian language will be asked to sample some of the reading in the original. The class will meet twice a week.

Second semester. Professor P. Hunt.

25. Seminar on One Russian Writer: Ivan Turgenev. An examination of all the major writings of Turgenev, including stories, plays, and essays, with particular emphasis on his emergence as Russia's first world-famous novelist and his international influence on later Western and "New World" writers. Discussions will focus on Turgenev's special innovations and concerns as a literary "realist" and on the political and cultural implications of his artistic stance. Each student in the seminar will be expected to investigate Turgenev's impact on a literary figure from a later period or another culture. Readings in translation, with special assignments in the original for those proficient in Russian. Two class sessions per week.

Elective for Sophomores. First semester. Professor D. Peterson.

27. Fyodor Dostoevsky. Dostoevsky, primarily as a novelist, but also as a philosopher and social thinker. Consideration of the development of Dostoevsky's art from its epistolary beginnings through the creation of new literary forms: the so-called "novel tragedy" and the polyphonic novel. Topics for discussion may include Dostoevsky's assessment of reason and utopian thought, the role of the city, Slavophilism, the psychology of the buffoon. Works to be read include *The Double, White Nights, Notes from the Underground, Crime and Punishment, The Idiot, The Possessed, The Brothers Karamazov*. Conducted as a seminar with occasional lectures. Two hours plus a third hour at the discretion of the instructor.

First semester. Professor Broyde.

28. Tolstoy. Study of selected major works both fictional and doctrinal, as well as of a few relatively lesser known writings in the context of Tolstoy's thought and literary heritage. Investigation of the Enlightenment antecedents, the problems of historical consciousness, non-violent resistance to evil, as well as structural and stylistic analyses of specific works. Works to be read include *Childhood, Family Happiness, The Cossacks, War and Peace,*

Anna Karenina, "The Death of Ivan Ilich," *A Confession, What I Believe,* "Hadji Murad." Conducted as a seminar with occasional lectures. Two hours plus a third hour at the discretion of the instructor.

Second semester. Professor Broyde.

H33. Advanced Studies in Russian Language and Culture, Part I. Study of topics and texts of general cultural significance; discussion of prominent figures and current events in the artistic and intellectual life of the Soviet Union. The goal of this course is to stengthen and refine the student's mastery of written and oral expression in Russian. Two class sessions per week. A half course.

First semester. The Staff.

34. Advanced Studies in Russian Language and Culture, Part II. The topic for this semester is: Russian Modernism, 1895-1915. Close reading in the original Russian of some of the major literary works, of poetry, prose, and drama, associated with the Modernist period of Russian literature. Special attention to poetic technique (Annensky, Blok), experimentation in the theater (Chekhov, *The Cherry Orchard;* Andreyev, *He Who Gets Slapped*), and the development of the short story (Gorky, Bunin, Bryusov). The final third of the course will be devoted to a full reading and analysis of Sologub's novel *The Petty Demon* as the primary example of Russian decadent/symbolist narrative fiction. Conducted in Russian.

Second semester. Professor Rabinowitz.

37. Russian Poetry of the Nineteenth and Early Twentieth Centuries. A detailed formal analysis of selected poems of major poets of the nineteenth and early twentieth centuries. Characteristic styles and themes will be examined in the poetry of Pushkin, Lermontov, Tjutchev, Baratynskij, Nekrasov, Fet, Blok, Axmatova, Mandel'shtam.

First semester. Professor Broyde.

77. Senior Honors Course. Meetings to be arranged. Open to, and required of, Seniors writing a thesis.

First semester. The Department.

78. Senior Honors Course. Meetings to be arranged. Open to, and required of, Seniors writing a thesis.

Second semester. The Department.

97. Special Topics. Independent Reading Course.

First semester. The Department.

98. Special Topics. Independent Reading Course.

Second semester. The Department.

WOMEN'S STUDIES

There are some courses in the Amherst curriculum which make a special point of discussing the lives and history of women in recognition of the fact that women are or should be among the subjects of study in various disciplines. These courses include (in 1979–80) for example: Images of Black Women (Black Studies); Developmental Psychology and Human Sexuality (Psychology); several courses in American Studies (11, 12, 68); Men and Women in Literature (English); Modern European Social History (History); Aspects of Modern French Literature (French); Philosophical Issues in Feminist Thought (Philosophy); The Family (Sociology).

There are, as well, a large number of courses at the other Valley institutions which focus on women. A Five College brochure, issued annually (with supplemental editions during the year), is available at the Registrar's Office and at the Five College Office.

A student at Amherst College may develop an interdepartmental major program in an area of women's studies from courses offered here and at the other institutions of the Five Colleges. A student who wishes to construct such a major should, after consultation with Faculty in the appropriate departments, submit a proposed program to the Committee on Special Programs.

FIVE COLLEGE COURSE OFFERINGS BY FIVE COLLEGE FACULTY

DONNA B. ARONSON, Assistant Professor of Theatre-Voice/Speech for the Stage (at Mount Holyoke College under the Five College Program).

Speech for the Stage. Theatre 112f. A beginning course in training the speaking voice for the stage. Problems of projection, quality, and articulation as well as appropriateness of attack for different dramatic genres and periods will be covered.

First semester. Mount Holyoke.

Speech Styles and Dialects. Theatre 340. Intensive vocal work in one or two theatrical periods or styles depending on performance needs of class.

Requisite: Basic stage speech course or consent of the instructor. Second semester. University of Massachusetts.

JOHN J. CONWAY, Professor of Canadian History (at the University of Massachusetts-Amherst under the Five College Program).

Canadian Political Theory in Historical Perspective. History 297c. The development of Canadian political theory since 1763. Particular emphasis on contrasting the corporate and Burkean views of politics and society which prevail in Canada with the individualist Lockean views that have prevailed in the United States since the American Revolution and before. Focus on four topics: (1) contemporary Canada and its problems, (2) the emergence of two differing political philosophies and systems: the American and the Canadian, (3) the origins of Quebec separatism, and (4) a case study in Canadian corporatist political culture.

First semester. University of Massachusetts.

Twentieth Century Canada. History 291. Canada's emergence from colonial status in 1900 to dominion status in 1926 to independence within the British Commonwealth of Nations in 1931. Examination of Canada's participation in the two world wars and the effects of that participation on the country. Particular concern for the inherent conflict between the province of Quebec and much of the rest of the country, the rise of the separatist movement in Quebec, the victory in that province of the Parti Quebecois and the possible disintegration of the country with the effects such disintegration might have on the political geography of North America.

Second semester. University of Massachusetts.

THOMAS F. KELLY, Assistant Professor of Early Music (at Smith College under the Five College Program) and Director of the Five College Early Music Program.

Courses to be announced.

J. MICHAEL RHODES, Five College Associate Professor of Analytical Geochemistry (at the University of Massachusetts under the Five College Program).

Analytical Geochemistry. Geology 590B. An in-depth review of the application of various analytical techniques to geological problems, sources of error associated with each technique and methods of data presentation.

Requisite: mineralogy or petrology, and elementary college chemistry, or consent of the instructor. First semester. University of Massachusetts.

X-Ray Fluorescence Analysis. Geology 590f. Theoretical and practical application of x-ray fluorescence analysis in determining major and trace element abundances in geological materials. Two credits.

Recommended requisite: Analytical Geochemistry. Second semester. University of Massachusetts.

MARGARET SKRINAR, Assistant Professor of Anatomy and Kinesiology in Dance (at Mount Holyoke under the Five College Program).

Anatomy/Kinesiology for Dance. Dance 206f. Basic structure and function of the human body as it relates to dance movements.

Requisite: One semester of dance technique or consent of the instructor. First semester. Mount Holyoke.

Special Topics: Anatomy for Dance. Dance 297/Dance 397. Basic human anatomy applied to dance.

First semester. University of Massachusetts.

Advanced Studies in Movement Analysis. Dance 306s. Changing topics in advanced and special studies of movement analysis as related to dance.

Requisite: Dance 206f. Second semester. Mount Holyoke.

Advanced Studies: Anatomy/Kinesiology for Dance. Dance 321b. Topic to be announced.

Second semester. Smith College.

V

LECTURESHIPS

HONORS

FELLOWSHIPS

PRIZES AND AWARDS

FELLOWS

The Rotherwas Room

Lectureships

The Henry Ward Beecher Lectureship. This lectureship fund of $10,000 was founded by the late Frank L. Babbott, LL.D., of the Class of 1878, in honor of Henry Ward Beecher, of the Class of 1834. The incumbent is appointed biennially by the Faculty for supplementary lectures in the departments of history and the political, social, and economic sciences.

The Clyde Fitch Fund. A fund of $20,000 was established by Captain and Mrs. W. G. Fitch of New York in memory of their son, Clyde Fitch, of the Class of 1886. The income of this fund is to be used for the furtherance of the study of English literature and dramatic art and literature. The whole or part of this income is usually devoted to the remuneration of an eminent lecturer, who may also take a part in the regular instruction of the College

The Victor S. Johnson Lectureship Fund. This fund, amounting to $39,086, was established in memory of Victor S. Johnson by his sons for the purpose of "bringing to the campus each year a stimulating individual worthy of the lecturer's purpose of serving the best tradition of the liberal arts and individual freedom."

The John Woodruff Simpson Lectureship. A fund now amounting to $221,600 was established in memory of John Woodruff Simpson, of the Class of 1871, by his wife and daughter. The income is to be used for fellowships and "to secure from time to time, from England, France or elsewhere, scholars for the purpose of delivering lectures or courses of instruction at Amherst College."

The George William and Kate Ellis Reynolds Lectureships. A fund of $150,000 established by the late George W. Reynolds of the Class of 1877 provides an annual income of approximately $15,000 which is divided into three equal parts to provide lectureships on Christ and Christianity, Science, and American Democracy.

The Willis D. Wood Fund. The income from this fund, established in memory of Willis D. Wood '94, and now amounting to $172,785, is used for the purpose of "bringing to the campus, for varying lengths of stay, persons in the field of religion to meet and talk with students and faculty about different aspects of the spiritual life."

THE PHI BETA KAPPA SOCIETY

Massachusetts Beta Chapter. The students elected to membership in this honor society are those of highest standing and are normally candidates for the degree with Honors. A preliminary election of outstanding students occurs at the end of the first semester of Junior year; and further elections occur at the end of the first semester and at Commencement time of Senior year. Membership is extended to fourteen percent of the students in each class.

OFFICERS

President: Professor Tracy Burr Strong
Vice President: Professor Laura Jane Wexler
Secretary-Treasurer: Professor James Quincy Denton
Auditor: Professor Rose Richardson Olver
Undergraduate President: Laurence Markham Ball
Undergraduate Vice President: Michael Ira Barach
Undergraduate Secretary-Treasurer: Clifford Marc Hurvich

INITIATES

Class of 1980

Laurence Markham Ball
Michael Ira Barach
Clifford Marc Hurvich

Class of 1979

Eugene Argiros
Rodney Samuel Andrew Arthur, Jr.
John Stuart Bacon
Kenneth Whittemore Banta
Golden Basil Beckner, Jr.
Amy Teresa Bedell
Barbara Thayer Blackburn
David Gordon Brummer
Pia Bungarten
Karen Barbara Carbone
David Adams Carpenter
Daniel Asher Cohen
Nancy Ellen Eiges
Ezekiel Jonathan Emanuel
Thomas Joseph Ferraro III*
Gary Jerome Friedman
Benjamin David Greenberg
Karl Arthur Hakkarainen
Jon Theodore Holmlund
Andrew Michael Kaplan
Gregory Cornelius Keating
Gregory Francis Kiernan
Martin Gerard Koloski, Jr.
Jody Lynn Kujovich
Kevin Hor Lam
Richard Chapman Ledes

*These students elected in their Junior year.

Adam Lerner
David Stephen Mackey
Jeffrey Marburg-Goodman
Stephen Howard McMahon
Eric Naiman
Lois Hope O'Keeffe
Marcus Jay Olson
Douglas Campbell Powers
Rosalyn Emily Reiser
Gordon Eliot Sands
Kurt Allen Schwarz
Linda Joan Smith
Roger Leslie Smith
David Scott Titelbaum
Michael Hinkley Van Kleeck*
John Williams Van Lonkhuyzen
Gabe Shawn Varges
John Morton Watkins
Bradley Adam Weinberg
Kenneth Edward Werner
Timothy Lammert Williamson

THE SOCIETY OF THE SIGMA XI

Sigma Xi, the National Honorary Scientific Research Society, was founded in 1886; the Amherst Chapter was installed March 23, 1950. As one of its purposes the Society gives recognition to those students, members of the Faculty, research associates, and alumni who have demonstrated ability to carry on constructive scientific research or who show definite promise of research ability. Other functions are the maintenance of companionship among investigators in the various fields of science, the holding of meetings for the discussion of scientific subjects, and the fostering of an interest in scientific research in the College.

Undergraduates, master's candidates, and others who show definite promise of research ability are typically recommended to associate membership by the departments concerned. In the case of undergraduates, nomination is usually given only to those students whose promise of research ability would warrant recommendation for at least a degree *magna cum laude* (entirely aside from the question of grades).† At present the chapter has a total membership of about 150 faculty and students.

OFFICERS

President: Professor Lincoln Pierson Brower
Vice President: Professor Norton Starr
Secretary-Treasurer: Professor Charles Sorenson

INITIATES 1979

Full Membership

John Thomas Cheney
Selden Bronson Crary
David Marlin Dooley
William Morgan Kelly
Dominic Louis Poccia
Arthur Guy Zajonc

Associate Membership, Class of 1979

Michael Douglas Achey
Louis Aub Bloomfield
David Adams Carpenter
Garret William Graaskamp
Benjamin David Greenberg
Dennis Edward Laux
Michael John Lemanski
Adam Lerner
James William Loomis
Peter Shepherd Morton
Robert Mark Negrini
Douglas Campbell Powers
Christopher Madison Reaves
Peter Speer Richman
Theodore Sizer II
Martin Joseph Suechting
Cornelius Arthur Sullivan
Kenneth Edward Werner

†Full membership is reserved for individuals who have already published at least one scholarly paper.

Fellowships

THE College's funds for fellowships aggregate $1,000,000. From the income of these funds fellowships are awarded annually to graduates of Amherst College for study in graduate or professional schools. Applications should be made before February 15 on forms available from the Dean of the Faculty.

The Amherst-Doshisha Fellowship. Amherst-Doshisha Fellowship at Amherst House, Doshisha University, Kyoto, Japan. An opportunity to work in a bi-cultural setting with Professor Otis Cary, Representative of the College at Doshisha, is open to young alumni of the College for a term of one, or in some cases, two years. Travel expenses and a modest stipend are paid by the College. The recipient will be given the opportunity of assisting Prof. Cary in the activities of Amherst House and also in teaching English to Japanese students. No knowledge of Japanese is required.

The fellowship offers a stipend of $4,000, a travel allowance of $1,500, and incidental expenses of $500 shared equally between Amherst and Doshisha; a special revaluation allowance may be added. Preferably the fellowship year would be from September of one year to the following August. It carries with it formal teaching responsibilities in the English language at Doshisha University, at the Freshman and Sophomore level. The academic year at Doshisha has allowed all fellows to make an extended trip through Southeast Asia during February and March.

Applicants should apply to the Dean of Faculty's office no later than December 1.

The Amherst Memorial Fellowships for the Study of Social, Economic, and Political Institutions, and for Preparation for Teaching and the Ministry. A fund of $150,000 provides fellowships to perpetuate the memory of those Amherst graduates who gave their lives for an ideal. The following statement expresses the purposes of the donor of these fellowships: "Realizing the need for better understanding and more complete adjustment between men and existing social, economic, and political institutions, it is my desire to establish a fellowship for the study of the principles underlying these human relationships."

Appointments to these fellowships may be made from the Senior class or the graduates of Amherst College or of other colleges, the object being to permit students of character, scholarly promise, and intellectual curiosity to investigate some problem in the humanistic sciences. Candidates should be of sound health. During previous training they should have given evidence of marked mental ability in some branch of the social sciences—history, economics, political science—and have given promise of original contribution to a particular field of study. It is desirable that they possess qualities

of leadership, a spirit of service, and an intention to devote their efforts to the betterment of social conditions through teaching in its broad sense, journalism, politics, or field work.

While preference is given to candidates planning to do advanced work in the field of the social sciences, applications will be accepted and awards made to candidates who are planning to go to theological school as a preparation for a career in the ministry and to those from other fields than the social sciences who are preparing for a career in teaching in secondary schools or colleges.

Appointments may be made for terms of two years. Tenure may, however, be shorter or longer, depending upon the nature of the subjects investigated or upon other circumstances which, in the judgment of the committee, warrant a variation in the length of tenure.

The stipend will vary according to the circumstances of the appointment. Awards will depend upon those aspects of individual cases which, in the judgment of the committee, most suitably fulfill the purpose of the foundation.

These fellowships will be awarded by the Board of Trustees upon the recommendation of the Faculty Fellowship Committee.

The John Mason Clarke 1877 Fellowship in Paleontology and Geology. A fund amounting to $43,000 from the estate of Noah T. Clarke was established in memory of his father, John Mason Clarke of the Class of 1877, to provide income for a fellowship or fellowships to enable the holders, who shall be known as "Clarke Fellows," to pursue studies in paleontology or geology, preferably in the New York State Museum in Albany, New York.

The Evan Carroll Commager Fellowship. A gift of $27,000 from Professor Henry Steele Commager, in memory of his late wife and "as a testimony to her affection for this College," was made to enable an Amherst student to study at Cambridge University, England. The fellowship carries a stipend of $1,000 for one year but may be renewable for a second year. The award is open to any student, but a Senior will be favored and preference will be given to students applying to Peterhouse, St. John's College, Trinity College, and Downing College.

The Henry P. Field Fellowships. Two fellowships of $500 each are available from the income of the bequest of the late Henry P. Field of the Class of 1880, to promote graduate study in the fields of English and history. Appointments are made annually by the College on the recommendation of the departments of English and history.

The Warner Gardner Fletcher Fellowship. The income from a gift of $10,800 from the late Warner Gardner Fletcher of the Class of 1941 is awarded to an Amherst graduate who intends to "pursue work for the improvement of education." The award is made by the Fellowship Committee and prefer-

ence is given to candidates who are engaged in the study of education and then to candidates for the Master of Arts in Teaching.

The Edward Hitchcock Fellowship. The income from a fund of $20,000 founded by the late Mrs. Frank L. Babbott of Brooklyn, N.Y., is available for the promotion of graduate study in the department of physical education. Its object is to make the student familiar with the best methods of physical training, both in the gymnasium and on the field. The appointment is made by the Faculty.

The Roswell Dwight Hitchcock Memorial Fellowship. A fund of $10,200, established through the agency of the Alpha Delta Phi Fraternity, provides an annual award under conditions determined by the Faculty, to a member of the Senior class for excellence in history and the social and economic sciences. The holder of the fellowship pursues for one year, at an institution approved by the Faculty, a course of study in history or economics, to be completed within the period of two years next following graduation. The amount of the fellowship is paid in two installments, one on completion of one-half the year's work, the other at the end of the year.

The Rufus B. Kellogg University Fellowship. The income from a fund of $98,700, established by the late Rufus B. Kellogg of the Class of 1858, provides certain prizes, and a fellowship award for three years to a graduate of Amherst College, who shall be appointed upon the following conditions:

1. The Fellow shall be elected by the Faculty from the members of the class graduated at the close of the academic year in which this election shall be made, or from the members of the classes graduated in the six years immediately preceding the academic year in which this election shall be made.

2. The Faculty shall select as the incumbent of the said fellowship the graduate who, in their judgment, is best equipped for study and research, without regard to any other considerations whatsoever, except that the Fellow should have an especially good knowledge of at least one modern foreign language and should have had at least one year of Latin in preparatory school or college.

3. The three years shall be spent by the incumbent at a German University, or with the approval of the said Faculty at any other place or places, in the study of philosophy, philology, literature, history, political science, political economy, mathematics or natural science. At least one college term of the final year shall be spent by the incumbent at Amherst College, to give a series of not more than thirty lectures on a subject selected by the Fellow and approved by the Trustees. The lectures shall be given to the Senior class, but the members of all other classes shall have the privilege of attending. The lectures shall be published, at the end of the official term, in good book form, or in a learned journal.

The Sterling P. Lamprecht Fellowship. From the income of $33,400 a fellowship is awarded to a recent graduate of Amherst College for assistance in the pursuit of philosophy. This fellowship may be awarded to the same person for a maximum of three years. It need not be awarded at all in one particular year, and it might be, if there were no suitable graduate, awarded to an undergraduate in which case it would be known as the Sterling P. Lamprecht Scholarship. Preference, however, would be given for graduate study.

The Edward Poole Lay Fellowship. The income from a fund of $54,700, established by Frank M. Lay, of the Class of 1893, and Mrs. Lay, in memory of their son Edward Poole Lay, of the Class of 1922, provides for a fellowship to be awarded to a graduate of Amherst College who has shown unusual proficiency and talent in music, and who desires to continue studies in this field. Preference is to be given to a candidate who is proficient in voice. In the event that there is no qualified candidate for the award in any one year in the musical arts (especially voice and instrumental music), then it may be awarded under the same conditions to a qualified candidate in the field of the dramatic arts.

This fellowship will be awarded by the Board of Trustees upon the recommendation of the Faculty Fellowship Committee.

The Forris Jewett Moore Fellowships. These fellowships, three in number, were established in memory of Forris Jewett Moore of the Class of 1889 by his widow, Emma B. Moore. In each case, the beneficiary is to be a member of the graduating class of the year preceding that in which the fellowship is held.

1. A fund of $48,900, the income of which is to be used to assist some graduate of Amherst College, distinguished in the study of chemistry while an undergraduate, who desires to engage in further study of that subject. Preference is to be given to eligible candidates whose plans lie in the field of organic chemistry.
2. A fund of $28,600, the income of which is to be awarded to a graduate of Amherst College, distinguished in the study of history while an undergraduate, who desires to engage in further study of that subject.
3. A fund of $33,800, the income of which is to be awarded to a graduate of Amherst, distinguished in the study of philosophy while an undergraduate, who desires to engage in further study of that subject.

The George Stebbins Moses Memorial Fellowship. The income from a memorial fund provides a fellowship to be awarded to an Amherst graduate each year who has been accepted by a recognized divinity school, who has good reason to seek financial aid, who seems to be an all-around person qualified in all respects as a religious and moral leader and a lover of ordinary people, and who is qualified scholastically to meet the calling of a theological career creditably. The candidate need not be an outstanding

student, but improvement in the upperclass years, dedication, and a sense of purpose will be given great consideration.

The recipient will be selected by the Fellowship Committee and, ordinarily, will be awarded on an annual basis but, under appropriate circumstances, it may be renewed for a second or third year at the discretion of the Committee. If the income and needs of candidates permit, more than one fellowship may be awarded in any given year.

The George A. Plimpton Fellowships. These fellowships, established by the Board of Trustees of Amherst College in memory of George A. Plimpton of the Class of 1876, a member of the Board from 1890 to 1895 and from 1900 to 1936, and President of the Board from 1907 to 1936, are to be awarded without stipend to members of the Senior class who are of outstanding scholastic ability and promise, who plan to continue their studies in graduate school, and who are not in need of financial assistance.

These fellowships will be awarded by the Board of Trustees upon recommendation of the Faculty Fellowship Committee.

The C. Scott Porter Memorial Fellowship for Graduate Study. Established at Amherst in 1972 by the family of C. Scott Porter of the Class of 1919, mathematics professor, 1924–31, and Dean of the College for thirty-five years from 1931–1966, the C. Scott Porter Memorial Fellowship is to be awarded annually to a graduate of the College for further study without restriction as to department or field. Awards are to be made by the Fellowship Committee.

The Charles B. Rugg Fellowship. The income from a fund of $26,800 established in memory of Charles Belcher Rugg, of the Class of 1911, provides a fellowship to be awarded to an Amherst graduate who shows promise for the study of law. The award is made annually to aid a young person beginning a legal career, but it may be renewed for a second or third year upon recommendation of the Fellowship Committee.

The John Woodruff Simpson Fellowships and Lectureships. A fund now amounting to $221,600 was established in memory of John Woodruff Simpson of the Class of 1871 by his wife and daughter. The uses of the income as defined by the donors follow:

"1. To award to any graduate of Amherst College a fellowship for use in studying law at any school approved by the Board of Trustees of the College;

"2. To award to any graduate of Amherst College a fellowship for use in studying medicine at any school approved by the Board of Trustees of the College;

"3. To award to any graduate of Amherst College a fellowship for use in studying theology at any school approved by the Board of Trustees of Amherst College, without regard to the particular creed or particular religious belief taught thereat;

"4. To award to any graduate of Amherst College a fellowship for use in studying at any school, college or university approved by the Board of Trustees of the College, in preparation for the teaching profession;

"5. To award to any graduate of Amherst College a fellowship for use in graduate study at the universities of Oxford or Cambridge in England;

"6. To award to any graduate of Amherst College a fellowship for use in graduate study at the Sorbonne in Paris;

"7. To secure from time to time from England, France or elsewhere, scholars for the purpose of delivering lectures or courses of instruction at Amherst College."

These fellowships will be awarded by the Board of Trustees upon the recommendations of the Faculty Fellowship Committee.

The Benjamin Goodall Symon, Jr. Memorial Fellowship. The income from a memorial fund provides a fellowship to be awarded to an Amherst graduate each year who has been accepted by a recognized divinity school, who has good reason to seek financial aid, who seems to be an all-around individual qualified in all respects as a religious and moral leader, and who is qualified scholastically to meet the calling of a theological career creditably, although the student may plan to use the divinity school training for work in another field. The candidate need not be an outstanding student, but improvement in the upperclass years, dedication, and a sense of purpose will be given great consideration.

The fellowship will be awarded on an annual basis but, under appropriate circumstances, it may be renewed for a second or third year at the discretion of the Committee. If the income and needs of candidates permit, more than one fellowship may be awarded in any given year.

The Roland Wood Fellowship. Awarded annually upon the recommendation of the Department of Dramatic Arts as a fellowship to one or more promising and deserving graduates of Amherst College for continued study in or of the theater.

Fellowships Awarded by the American Schools of Classical Studies at Athens and Rome. The attention of graduate students interested in the Classics and in Archaeology and Ancient Art is called to the opportunities offered by the American Schools of Classical Studies at Athens and Rome. As the College contributes regularly to the support of these schools, any Amherst graduate may enjoy the privileges of study at either school without charge for tuition and may compete for the annual fellowships which they offer. Further information may be obtained from any teacher of Classics at the College.

Prizes and Awards

THE following prizes and awards are offered annually for proficiency in the work of the several departments of collegiate study and, in some specific awards, for other achievements and qualifications. The amount and the recipient of awards for the previous year are stated in each case.

AMERICAN STUDIES

The Alexander Meiklejohn Prize
combined with
The George Rogers Taylor Prize—*$75 to Thomas Joseph Ferraro III '79.*

The Doshisha American Studies Prize—*$260 to Pia Bungarten '79.*

The Stephen E. Whicher Prize—*$50 to Roger Leslie Smith '79.*

ART

The Hasse Prize—*$250 to Gen Obata '79.*

The Anna Baker Heap Prize—*$270 to John Morton Watkins '79.*

The Athanasios Demetrios Skouras Prize—*$110 to Dana Mildred Curry '82.*

The Wise Fine Arts Award—*$250 to Christopher Augustus Bagg '81.*

BIOLOGY AND GEOLOGY

The James R. Elster Award—*Robert Allen Feldman '80.*

The Oscar E. Schotte Prize—*$37.50 to David Adams Carpenter '79 and $37.50 to Michael John Lemanski '79.*

The Oscar E. Schotte Scholarship—*Michael John Lemanski '79.*

The Harvey Blodgett Scholarship
combined with
The Phi Delta Theta Scholarship—*$360 to Linda Susan Fink '80.*

The Warren Stearns Prize—*A Brunton compass with field case to Mark Richard Handy '80.*

CHEMISTRY AND MEDICINE

The Howard Waters Doughty Prize—*$125 to Douglas Campbell Powers '79.*

The Frank Fowler Dow Prize—*$300 to Douglas Campbell Powers '79.*

DRAMATIC ARTS

The Raymond Keith Bryant Prize—*$45 to Marcus Jay Olson '79 for his performance as Matthew Stanton in* Hogan's Goat.

ECONOMICS

The W. T. Akers, Jr. Prize—*$150 to Kevin Hor Lam '79.*

The Hamilton Prize—*$35 to Charles McHenry Brewer '81.*

ENGLISH

The Academy of American Poets Prize—*$100 to Jeffrey Judd Vander Yacht '80.*

The Armstrong Prize—*$150 to Helen Elizabeth Deutsch '82*

The Collin Armstrong Poetry Prize—*$150 to Richard Chapman Ledes '79.*

The Corbin Prize—*$115 to Peter Harlan Schmitt '80.*

The Harry Richmond Hunter, Jr. Prize—*$50 to Thomas Winslow Keenen '81.*

The Peter Burnett Howe Prize—*$70 to Alan Mark Ladd '81.*

The Ralph Waldo Rice Prize—*$107.50 to Barbara Thayer Blackburn '79 and $107.50 to Himal Mitra '79.*

The Rolfe Humphries Poetry Prize—*$110 to Michael Edward Gorra '79.*

FRENCH

The Frederick King Turgeon Prize—*A book and $35.08 to each: Suzette Margaret Brooks '81E, Roxann Anthony Couloucoundis '79, and Anne Helene Walton '80.*

GREEK

The William C. Collar Prize—*$77.50 to Carla Schneider '82 and $77.50 to Mary Perpetua Watson '82.*

The Hutchins Prize—*$155 to Bruce Harris Kraut '79.*

HISTORY

The Alfred F. Havighurst Prize—*$115 to Gary Jerome Friedman '79.*

JOURNALISM

The Samuel Bowles Prize—*$500 to Gary LeWayne Lee '79.*

LATIN

The Bertram Prizes—First and second combined and divided:
$157.50 to James Philip Dunn, Jr. '79
and $157.50 to Eric Ernst Otto Siebert, Jr. '79.

The Billings Prizes
First—*$100 to Miriam Ann Dumaine '81.*
Second—*$50 to Richard Stoddard Noone, Jr. '81.*

The Crowell Freshman Prizes
First—*$80 to Steven Joel Jacobson '82.*
Second—*$50 to Mary Perpetua Watson '82.*

The Crowell Junior Prizes
First—*$80 to Liza Anne Bosworth '80.*
Second—*$50 to Jennifer Aliber '80.*

MATHEMATICS, PHYSICS, AND ASTRONOMY

The Bassett Physics Prizes—Combined and divided:
$176.67 to Douglas Lawrence Eng '81,
$176.67 to Margaret Mary Robinson '81,
and $176.66 to Peter Hamilton Stein '81.

The Porter Prize—*$80 to Johanna Lee Eisenberger '81.*

The William Warren Stifler Prize—*$115 to David Alan Echelman '79.*

The Walker Prizes in Mathematics of the First Year
First—*$225 to Duane Andrew Bailey '82.*
Second—Combined and divided:
$38.34 to Margaret Kingsley Mack '82,
$38.33 to Charles Reid Tenney '82,
and $38.33 to George Graham Watson III '82.

The Walker Prizes in Mathematics of the Second Year
First—*$225 to David Arno Barrington '81.*
Second—*$57.50 to Jeffrey Robert Schapiro '81*
and $57.50 to John Francis Valley '81.

The Robert H. Breusch Prize—*$265 to Kenneth Edward Werner '79.*

MUSIC

The Eric Edward Sundquist Prize—*$90 to Scott Kirby Alexander '79.*

The Mishkin Prize—*$100 to Ralph Conrad Nelson '79.*

PHILOSOPHY

The Gail Kennedy Memorial Prize—*$100 to David Stephen Mackey '79.*

PHYSICAL EDUCATION

The Sawyer Prize—*$260 to John Buxbaum Bennet II '80.*

POLITICAL SCIENCE

The Densmore Berry Collins Prize—*$50 to Kurt Allen Schwarz '79.*

PUBLIC SPEAKING

The Bancroft Prizes—Combined and divided:
$240 to Thomas John Barquinero '79,
$240 to Ezekiel Jonathan Emanuel '79
and $240 to Jeffrey Marburg-Goodman '79.

The Gilbert Prize—*$100 to Michael Ira Barach '80.*

The Hardy Prizes
First—*$85 to David Thomas Kalodner '79.*
Second—*$55 to Jeremiah Joseph Gertler '82.*

The Kellogg Prizes
First—*$70 to Barry Stuart Volpert '81.*
Second—*$50 to Alan Lawrence Hirsch '81.*

The Rogers Prize—*No Award in 1979.*

RELIGION

The Moseley Prizes
First—*$550 to John Drake Lobrano '79.*
Second—*$157.50 to Stephen Harcourt Haven '79*
and $157.50 to Jon Theodore Holmlund '79.

RUSSIAN

The David James Carol Prize—*$50 to Eric Naiman '79.*

SCHOLARSHIP AND CITIZENSHIP

The Addison Brown Scholarship—*$700 to Michael Hinkley Van Kleeck '79.*

The Samuel Walley Brown Scholarship—*$700 to Michael Ira Barach '80.*

The Gordon B. Perry Memorial Award—*$165 to James Leo Scheidegger '82.*

The Porter Admission Prize—*$135 to Robert Andrew Becker '82 of Horace Mann School, Bronx, New York*

The Psi Upsilon Prize—*$550 to Paul James Doocy '79.*

The John Sumner Runnells Memorial—*$700 to Laurence Markham Ball '80.*

The Obed Finch Slingerland Memorial Prize—*$1,400 to Eugene Argiros '79.*

The Charles Hamilton Houston Fellowship—*No award in 1979.*

The Stanley V. and Charles B. Travis Prize
combined with
The Woods Prize—*$180 to Thomas Joseph Ferraro III '79 and $180 to David Potter Haswell '79.*

The Amherst "R" Committee Award—*$100 bond to Kevin Hor Lam '79.*

OTHER PRIZES

The Ashley Memorial Trophy—*Paul Peter Harasimowicz III '79.*

The Sphinx Spoon—*Richard James Kelly '79.*

The Howard Hill Mossman Trophy—*Walter Lee Johnson '79.*

The Robert L. Leeds, Jr. Honor Award—*A $100 bond and an engraved medallion to Ashley Ward Adams '79.*

The Lincoln Lowell Russell Prize—*$35 each to Keith Axelson David '79, Timothy Allen Leuhrman '79, Gordon Denis Markell '79 and Roger Golden Pines '79.*

The Friends of the Amherst College Library Prizes
First—*$75 to Joseph Henry Kidder Osborn '81.*
Second—*$50 to Craig Hugh Foster '80.*
Third—*$25 to Kurt Allen Schwarz '79.*

The Computer Center Prize—*Theodore Sizer II '79.*

The M. Abbott Van Nostrand Prize—*No Award in 1979.*

Fellows

Ali Hagi Ibrahim Aden '79, *Amherst Memorial Fellow in Political Science.* Columbia University.

Thomas Hardy Baker '79, *Amherst Memorial Fellow in Sociology.* Ecole Normale Supérieure, France.

Narayanan Balakrishnan '79E, *Amherst Memorial Fellow in Sociology.* Columbia University.

Scott Leslie Balthazar '77, *Edward Poole Lay Fellow in Music History and Theory.* University of Pennsylvania.

Shelley Gaye Bercowetz '79, *John Woodruff Simpson Fellow in Law.* Boston College Law School.

Alan David Brickman '79, *John Woodruff Simpson Fellow in Teaching.* Middlebury College.

James Allan Brigagliano '79, *John Woodruff Simpson Fellow in Law.* Georgetown Law School.

Richard Frank Brodzik '77, *Amherst Memorial Fellow in Spanish.* University of Minnesota.

Pia Bungarten '79, *Amherst Memorial Fellow in Sociology.* Ludwig Maximilian Universität, West Germany.

Paul Aloysius Burke '79E, *John Woodruff Simpson Fellow in Law.* Harvard Law School.

Christopher Kernan Callanan '77, *Rufus B. Kellogg University Fellow in Classics.* Universität Gottingen.

Karen Barbara Carbone '79, *John Woodruff Simpson Fellow in Medicine.* University of Wisconsin Medical School.

David Adams Carpenter '79, *John Woodruff Simpson Fellow in Medicine.* Washington University Medical School.

Tony Won Chen '79, *Amherst Memorial Fellow in Architecture.* University of California at Berkeley.

Stephen Lewis Clark '75, *Edward Poole Lay Fellow in Music.* Princeton University.

Merrel Dare Clubb IV '76, *Roland Wood Fellow in Dramaturgy.* Yale University.

Daniel Asher Cohen '79, *Forris Jewett Moore Fellow in History.* Duke University.

John Thomas Conner '77, *Amherst Memorial Fellow in Spanish.* University of Wisconsin.

Elizabeth Blanche Cooper '79, *Roswell Dwight Hitchcock Memorial Fellow in History.* University College of Buckingham, England.

Robert Allerton Cushman '77E, *John Woodruff Simpson Fellow in Medicine.* Emory University Medical School.

Richard Okyere Dansoh '79, *John Woodruff Simpson Fellow in Law.* University of Miami Law School.

Mark Steven DeWaele '79, *John Woodruff Simpson Fellow in Dental and Oral Surgery.* Georgetown University.

James Brian Dykehouse '77, *John Woodruff Simpson Fellow in Theology.* University of Chicago Divinity School.

Ezekiel Jonathan Emanuel '79, *Forris Jewett Moore Fellow in Immunology-Immunochem.* MRC Molecular Biology Laboratory, Cambridge University, England.

Thomas Joseph Ferraro III '79, *George A. Plimpton Fellow in American Studies.* Yale University.

William James Fleury '76, *Henry P. Field Fellow in History.* University of Toronto.

John Anthony Foley '79, *Amherst Memorial Fellow in Medieval Studies.* York University, England.

Nancy Louise Girard '79, *John Woodruff Simpson Fellow in Law and International Studies.* School of International Studies, University of Denver.

Benjamin David Greenberg '79E, *Amherst Memorial Fellow in Psychology.* Princeton University.

Karl Arthur Hakkarainen '79, *Forris Jewett Moore Fellow in History and American Studies.* Brandeis University.

Mark McLaughlin Hager '77, *John Woodruff Simpson Fellow in Religion.* Harvard University.

Paul Peter Harasimowicz III '79, *Edward Hitchcock Fellow in Physical Education.* Amherst College/University of Massachusetts.

Stephen Mark Heim '72, *George Stebbins Moses Memorial Fellow in Theology.* Andover Newton/Boston College.

Richard Douglas Holmes '73, *Amherst Memorial Fellow in Anthropology.* University of Massachusetts.

Jon Theodore Holmlund '79, *John Woodruff Simpson Fellow in Medicine.* State University of New York at Buffalo.

Robert Thailand Howard '79, *John Woodruff Simpson Fellow in Law and Public Management.* Harvard Law/Stanford School of Business and Public Management.

Gregory Cornelius Keating '79, *Forris Jewett Moore Fellow in Political Philosophy.* Princeton University.

Judith Anne Kopec '79, *John Woodruff Simpson Fellow in Law.* Case Western Reserve University Law School.

Jody Lynn Kujovich '78, *Forris Jewett Moore Fellow in Philosophy.* Cornell University.

Richard Chapman Ledes '79, *Roland Wood Fellow in Writing.* Edinburgh Theatre Festival.

Gary LeWayne Lee '79, *Amherst Memorial Fellow in African Government and Languages.* University of London School of Oriental and African Studies.

Michael John Lemanski '79, *John Woodruff Simpson Fellow in Medicine.* University of Massachusetts Medical School.

Benny Joseph Loebner '78E, *John Mason Clarke 1877 Fellow in Paleontology and Geology in Marine Geology.* University of Rhode Island.

James William Loomis '79E, *Amherst Memorial Fellow in Psychology.* University of Michigan.

Daniel Merritt Lundquist '77E, *C. Scott Porter Memorial Fellow in Higher Education Administration and Teaching.* Harvard University.

Steven Devit Lunghino '78, *Evan Carroll Commager Fellow in Law.* St. John's College, Cambridge University, England.

Jeffrey Marburg-Goodman '79, *John Woodruff Simpson Fellow in Law.* Harvard Law School.

Peter Willard Mason '78, *Forris Jewett Moore Fellow in Biophysics and Biochemistry.* University of Washington.

Joshua Fuld Nessen '78, *Amherst Memorial Fellow in Economics.* New School for Social Research.

Leslie Ann Oleksowicz '78, *John Woodruff Simpson Fellow in Medicine.* Tufts Medical School.

Marcus Jay Olson '79, *Roland Wood Fellow in Writing, Directing and Acting.* Edinburgh and London.

Judith Diane Pansullo '77, *Roland Wood Fellow in Cinema.* University of Southern California.

Nicholas John Pappas '76, *Amherst Memorial Fellow in Social Work.* Columbia University.

Roger Golden Pines '79, *Edward Poole Lay Fellow in Music.* Hochschule für Musik, Vienna, Austria.

Douglas Campbell Powers '79, *John Woodruff Simpson Fellow in Medicine.* University of Cincinnati Medical School.

Kenneth Ray Propp '78, *John Woodruff Simpson Fellow in Law.* Harvard Law School.

Jonathan Miles Read '79, *John Woodruff Simpson Fellow in Law.* New York University Law School.

Scott Riklin '74, *Amherst Memorial Fellow in Spanish.* Proyecto Linguistico, Guatemala.

Daniel Edgar Ritchie '78, *Henry P. Field Fellow in English.* Rutgers University.

Arthur Robert Rose '78, *John Woodruff Simpson Fellow in Law.* University of Michigan Law School.

John Gordon Russell '79, *Amherst Memorial Fellow in Anthropology.* Harvard University.

Gary Howard Sampliner '79, *John Woodruff Simpson Fellow in Law and International Relations.* Georgetown University Law School.

Gordon Eliot Sands '79, *Forris Jewett Moore Fellow in American Studies.* University of Delaware.

Jeffrey Lawrence Schneider '79, *John Woodruff Simpson Fellow in Law.* University of Pennsylvania Law School.

Kurt Allen Schwarz '79, *Amherst Memorial Fellow in Political Science.* Princeton University.

Patrick Michael Shields '78, *Warner Gardner Fletcher Fellow in Education.* Columbia Teacher's College.

William Allen Silva '78, *George Stebbins Moses Memorial Fellow in Religious Studies.* Yale University.

Arthur Milton Southam '79E, *John Woodruff Simpson Fellow in Medicine.* University of California at Los Angeles Medical School.

David Ian Thompson '79, *John Woodruff Simpson Fellow in Law.* University of Virginia Law School.

Zev Matthew Trachtenberg '77E, *Sterling P. Lamprecht Fellow in Philosophy.* University College London.

Andrew Philip Tuck '74, *Benjamin Goodall Symon, Jr. Memorial Fellow in Religion.* Princeton University.

David Steven Turetsky '79, *John Woodruff Simpson Fellow in Law.* University of Chicago Law School.

John Williams Van Lonkhuyzen '79, *George A. Plimpton Fellow in Law.* Yale Law School.

Robert Leon Widener '79, *John Woodruff Simpson Fellow in Law.* Boston University Law School.

Gabe Shawn Varges '79, *Charles B. Rugg Fellow in Law and International Relations.* Diplomatische Akademie, Vienna, Austria.

Mark Windfeld-Hansen '78, *John Woodruff Simpson Fellow in Law.* Yale Law School.

Kimberly Ann Yonkers '79, *John Woodruff Simpson Fellow in Psychology.* Columbia University.

Barbara Anna Zasada '78, *John Woodruff Simpson Fellow in Medicine.* University of Connecticut Medical School.

VI

THE CORPORATION
FACULTY
ADMINISTRATION
ENROLLMENT

The Corporation

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George Latimer Shinn, B.A., *New York, New York*

HONORARY CHAIRMAN OF THE CORPORATION AND TRUSTEE EMERITUS

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PRESIDENT OF THE COLLEGE

Julian Howard Gibbs, PH.D., *Amherst, Massachusetts*

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John Lewis Callahan, Jr., B.A., *Amherst, Massachusetts*

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George Burnham May, B.A., *Amherst, Massachusetts*

The corporate name of the College is

THE TRUSTEES OF AMHERST COLLEGE

Julian Howard Gibbs, *President of the College.* B.A. (1947) Amherst College; M.A. (1949), Ph.D. (1950) Princeton University; Sc.D. (hon. 1971) Amherst College.

EMERITI

Calvin Hastings Plimpton, *President, Emeritus.* B.A. (1939) Amherst College; M.D. (1943), M.A. (1947) Harvard University; Med. Sc.D. (1951) Columbia University; LL.D. (1960) Williams College; LL.D. (1961) Wesleyan University; Sc.D. (1962) Rockford College; LL.D. (1962) Doshisha University; L.H.D. (1962) University of Massachusetts; Sc.D. (1963) Saint Mary's College; LL.D. (1963) St. Lawrence University; Litt.D. (1965) American International College; Sc.D. (1966) Trinity College; Sc.D. (1967) Grinnell College; Litt.D. (1969) Michigan State University; LL.D. (1971) Amherst College.

John William Ward, *President, Emeritus.* A.B. (1945) Harvard College; M.A. (1950), Ph.D. (1953) University of Minnesota; M.A. (hon. 1965), LL.D. (hon. 1979) Amherst College.

George William Bain, *Samuel A. Hitchcock Professor of Mineralogy and Geology, Emeritus.* B.Sc. (1921), M.Sc. (1923) McGill University; M.A. (1923), Ph.D. (1927) Columbia University; M.A. (hon. 1941) Amherst College.

Theodore Baird, *Samuel Williston Professor of English, Emeritus.* B.A. (1921) Hobart College; M.A. (1922), Ph.D. (1929) Harvard University; M.A. (hon. 1939) Amherst College.

Ralph Alonzo Beebe, *Massachusetts Professor of Chemistry, Emeritus.* B.A. (1920) Amherst College; Ph.D. (1923) Princeton University.

Robert Hermann Breusch, *Walker Professor of Mathematics.* Ph.D. (1932) University of Freiburg; M.A. (hon 1954) Amherst College.

Stephen Brown, *College Physician and Parmly Billings Professor of Hygiene, Emeritus.* B.A. (1928) Amherst College; M.D. (1932) Yale University.

Reginald Foster French, *Professor of Romance Languages, Emeritus.* B.A. (1927) Dartmouth College; M.A. (1928), Ph.D. (1934) Harvard University; M.A. (hon. 1947) Amherst College.

Alfred Freeman Havighurst, *Professor of History, Emeritus.* B.A. (1925) Ohio Wesleyan University; M.A. (1928) University of Chicago; Ph.D. (1936) Harvard University; M.A. (hon. 1955) Amherst College.

George Wallace Kidder, *Stone Professor of Biology, Emeritus.* B.A. (1926) University of Oregon; M.A. (1929) University of California; Ph.D. (1932) Columbia University; M.A. (hon. 1949) Amherst College; Sc.D. (hon. 1950) Wesleyan University.

Albert Ernest Lumley, *Professor of Physical Education, Emeritus.* B.A. (1925) Eastern Michigan College; M.A. (1938) Oberlin College; M.A. (hon. 1947) Amherst College.

Benjamin Franklin McCabe, *Parmly Billings Professor of Physical Education, Emeritus.* B.A. (1946) Iowa State Teacher's College; M.A. (hon. 1964) Amherst College.

Ralph Cleland McGoun, Jr., *Professor of Dramatic Arts, Emeritus.* B.A. (1927), M.A. (1929) Amherst College.

Newton Felch McKeon, *Professor of English and Director of Robert Frost Library, Emeritus.* B.A. (1926) Amherst College.

Henry George Mishkin, *Professor of Music, Emeritus.* B.A. (1931) University of California; M.A. (1937), Ph.D. (1938) Harvard University; M.A. (hon. 1954) Amherst College.

Charles Hill Morgan, *Professor of Fine Arts on the William R. Mead Foundation, Emeritus.* B.A. (1924), M.A. (1926), Ph.D. (1928) Harvard University; M.A. (hon. 1938) Amherst College; LL.D. (1960) University of Vermont.

Harold Henry Plough, *Edward S. Harkness Professor of Biology, Emeritus.* B.A. (1913) Amherst College; M.A. (1915), Ph.D. (1917) Columbia University; Sc.D (1963) Amherst College.

Charles Ensign Rogers, *Professor of Fine Arts and Dramatic Arts, Emeritus.* B.A. (1927) Albion College; M.A. (1931) Columbia University; M.A. (hon. 1961) Amherst College.

Steven Martin Rostas, *Professor of Physical Education, Emeritus.* B.A. (1921) Br. Eötuös, Budapest; M.Ed. (1942) University of Massachusetts; M.A. (hon. 1961) Amherst College.

Edward Dwight Salmon, *Winkley Professor of History, Emeritus.* B.S. (1917) University of Rochester; M.A. (1923), Ph.D (1934) Harvard University; M.A. (hon. 1938) Amherst College.

Anthony Scenna, *Professor of German, Emeritus.* B.A. (1927) Amherst College; M.A. (1929), Ph.D. (1937) Columbia University.

Oscar Emile Schotté, *Rufus Tyler Lincoln Professor of Biology, Emeritus.* B.S. (1920), Sc.D. (1925) University of Geneva; M.A. (hon. 1944) Amherst College.

Theodore Soller, *Professor of Physics, Emeritus.* B.A. (1922) Oberlin College; M.A. (1924), Ph.D. (1931) University of Wisconsin; M.A. (hon. 1946) Amherst College.

Atherton Hall Sprague, *Professor of Mathematics, Emeritus.* B.A. (1920) Amherst College; M.A. (1923), Ph.D. (1941) Princeton University.

George Rogers Taylor, *George D. Olds Professor of Economics, Emeritus.* Ph.B. (1921), Ph.D. (1929) University of Chicago; M.A. (hon. 1939) Amherst College.

Willard Long Thorp, *Professor of Economics, Emeritus.* B.A. (1920) Amherst College; M.A. (1921) University of Michigan; Ph.D. (1924) Columbia University; LL.D. (1935) Marietta College, (1949) Amherst College, (1950) Albright College, (1960) University of Massachusetts, (1960) University of Michigan.

Frederick King Turgeon, *Professor of French, Emeritus.* B.A. (1923) Bowdoin College; M.A. (1924), Ph.D. (1930) Harvard University; M.A. (hon. 1940) Amherst College.

Colston Estey Warne, *Professor of Economics, Emeritus.* B.A. (1920), M.A. (1921) Cornell University; Ph.D. (1925) University of Chicago; M.A. (hon. 1942) Amherst College.

Robert Byron Whitney, *George H. Corey Professor of Chemistry, Emeritus.* B.A. (1924), Ph.D. (1927) University of Minnesota; M.A. (hon. 1944) Amherst College.

Eugene Smith Wilson, *Dean of Admission, Emeritus.* B.A. (1929) Amherst College; L.H.D. (hon. 1971) Amherst College; LL.D. (hon. 1971) University of Massachusetts.

Richard Eugene Wilson, *Professor of Physical Education, Emeritus.* B.A. (1934), Midland College; B.P.E. (1937), M.Ed. (1938) Springfield College; M.A. (hon. 1960) Amherst College.

Albert Elmer Wood, *Professor of Biology, Emeritus.* B.S. (1930) Princeton University; M.A. (1932), Ph.D. (1935) Columbia University; M.A. (hon. 1954) Amherst College.

Benjamin Munn Ziegler, *Bertrand Snell Professor of Political Science, Emeritus.* B.A. (1928) New York University; LL.B. (1931), Ph.D. (1935) Harvard University; M.A. (hon. 1952) Amherst College.

LECTURER

Henry Steele Commager, *John Woodruff Simpson Lecturer in History.* Ph.B. (1923), M.A. (1924), Ph.D. (1928) University of Chicago. M.A. (hon. 1947) Cambridge University, (hon. 1952) Oxford University, (hon. 1957) Amherst College; Ed.D. (1960) Rhode Island College of Education; Litt.D. (1958) Washington College, (1959) Ohio Wesleyan University, (1959) Monmouth College, (1964) University of Pittsburgh, (1965) Marymount College, (1967) Marietta College, (1970) Hampshire College; D.Litt. (1960) Michigan State University, (1962) Cambridge University, (1962) West Virginia University, (1962) Franklin and Marshall College, (1967) Wilson College, (1974) Adelphi University, C.W. Post College, (1975) Loyola University; L.H.D. (1960) Brandeis University, (1962) University of Hartford, (1963) University of Puget Sound, (1964) Alfred College; LL.D. (1967) Merrimack College, (1967) Carleton College, (1967) Dickinson College, (1968) Franklin Pierce College, (1969) Columbia University, (1970) Ohio State University, (1974) University of Alaska, (1975) University of Cincinnati, (1975) Claremont Graduate College, (1976) University of Pennsylvania; D.H.L. (1970) Maryville College, (1972) University of Massachusetts.

PROFESSORS

Symbols beside names indicate: *On leave 1979–80.
†On leave first semester 1979–80.
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Stephen H. Polit, *Assistant Professor of Mathematics.* B.S. (1967) Tufts University; M.S. (1969), Ph.D. (1974) Stanford University.

Dominic Louis Poccia, *Assistant Professor of Biology.* B.S. (1967) Union College; A.M. (1968), Ph.D. (1971) Harvard University.

C(layton) Read Predmore, *Assistant Professor, Five-College Department of Astronomy.* B.S. (1967) Virginia Polytechnic Institute; Ph.D. (1971) Rice University.

Lisa A. Raskin, *Assistant Professor of Psychology.* B.A. (1975) Skidmore College; M.A. (1977), Ph.D. (1979) Princeton University.

Maria Roloff, *Visiting Assistant Professor of Spanish.* B.A. (1972), M.Ed. (1976) Florida State University.

Andrea Benton Rushing, *Assistant Professor of Black Studies.* B.A. (1962) Queens College, City University of New York; M.A. (1970) Simmons College.

Elizabeth Victoria Spelman, *Assistant Professor of Philosophy.* B.A. (1966) Wellesley College; Ph.D. (1973) The Johns Hopkins University.

Charles Philip Staelin, *Assistant Professor of Economics.* B.A. (1966), M.A. (1968), Ph.D. (1971) University of Michigan.

Ruth Ellen Stark, *Assistant Professor of Chemistry.* A.B. (1972) Cornell University; Ph.D. (1977) University of California at San Diego.

Robert Thomas Sweeney, *Assistant Professor of Fine Arts.* B.F.A. (1970), M.F.A. (1972) Boston University.

Melinda Takeuchi, *Visiting Assistant Professor of Asian Studies and Fine Arts.* B.A. (1966), M.A. (1972) University of California; Ph.D. (1979) University of Michigan.

Jane Andelman Taubman, *Assistant Professor of Russian.* B.A. (1964) Radcliffe College; M.A. (1968), Ph.D. (1972) Yale University.

William Jefferson Tyler, *Visiting Assistant Professor in Asian Studies.* B.A. (1968) International Christian University (Tokyo, Japan); A.M. (1971) Harvard University.

Marguerite Rowland Waller, *Assistant Professor of English.* B.A. (1969) Cornell University; M.Ph. (1972), Ph.D. (1978) Yale University.

Laura Jane Wexler†, *Assistant Professor of English and American Studies.* B.A. (1970) Sarah Lawrence College; M.A. (1971), M.Phil. (1974) Columbia University.

Richard White‡, *Assistant Professor, Five-College Department of Astronomy.* B.A. (1956) University of Rochester; Ph.D. (1961) Washington University.

Patrick Williamson, *Assistant Professor of Biology.* B.A. (1970) Beloit College; M.A. (1971), Ph.D. (1974) Harvard University.

Arthur Guy Zajonc, *Assistant Professor of Physics.* B.S.E. (1971), M.S. (1973), Ph.D. (1976) University of Michigan.

Christine Dorothy Zampach, *Assistant Professor of Physical Education.* B.S. (1968) University of Wisconsin; M.Ed. (1971) Springfield College

INSTRUCTORS

Akiko Hirota, *Visiting Instructor in Asian Studies.* B.A. (1966) Fukuoka Women's University.

Helen L. von Schmidt, *Visiting Instructor in American Studies.* B.A. (1977) Amherst College.

RESEARCH ASSOCIATES

Lenette Rogers Atkinson, PH.D., *Biology*
William H. Calvert, PH.D., *Biology*
Edward S. Donoghue, PH.D., *Chemistry*
Ravinder Gupta, PH.D., *Chemistry*
Phillip Truman Ives, PH.D., *Biology Emeritus*
Daniel Krause, Jr., PH.D., *Physics*
Linda Nolan Labbe, PH.D., *Biology*

RESEARCH ASSISTANTS

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Patricia L. Jenkins, B.S., *Chemistry*
Marjorie Lazarus, B.A., *Biology*
Susan C. Swartz, M.A., *Biology*
Khalida Zaman, M.S., *Chemistry*

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Jacques Bakech, *French*
Jérôme de Bontin, *French*
Arno Luik, *German*
Anja Nüdling, *German*

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Library Committee. Mr. Bridegam (*ex officio*), Professors Levin, Pritchard and Starr; David Nicholas '81 and one student to be elected in the fall.

Committee on Health and Safety. Dean Bishop; Dr. Lane; Professors Fink, Williamson and Zajonc; Messrs. Dion, Harvey, Howland (Chairman), Morton and Mueller; three students to be appointed in the fall.

Committee on Health Services. Drs. Lane and May, Dean Bishop, Professors Gooding and Yost; Roderick Tayler '81.

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Premedical Advisor. Professor Hexter.

Five College Ph.D. Representative. Professor Mauldon.

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Prosser Gifford, *Dean of the Faculty*. B.A. (1951) Yale University; B.A. (1953) Merton College, Oxford University; LL.B. (1956) Harvard University; Ph.D. (1964) Yale University; M.A. (hon. 1969) Amherst College.

James J. Bishop, *Dean of Students*. B.S. (1958) LeMoyne College; Ph.D. (1969) Massachusetts Institute of Technology.

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Donald McMillan Routh, *Dean of Financial Aid*. B.A. (1958) Amherst College; M.A.T. (1960) The Johns Hopkins University.

Donald Norman Dietrich, *Assistant Dean of Admission*. A.A. (1974) Holyoke Community College; B.A. (1976) Amherst College; M.Ed. (1977) Springfield College.

Amy Olney Johnson, *Assistant Dean of Admission*. B.A. (1946) Radcliffe College; M.A. (1978) Trinity College.

Joyce Elaine Smith, *Assistant Dean of Admission*. B.S. (1975), M.S. (1976) Kansas State University.

John C. A. Gulla, *Mayo-Smith Intern in Admission*. B.A. (1979) Amherst College.

Sue R. Little, *Associate Dean of Students and Director of the Office of Career Counseling*. B.A. (1956) Stetson University.

Kathleen Deignan, *Assistant Dean of Students*. B.A. (1975) University of New York at Potsdam; M.S., Ed.S. (1978) University of New York at Albany.

H. Roy Partridge, Jr., *Assistant Dean of Students*. B.A. (1969) Oberlin College; M.S.W. (1971), M.A. (1973) University of Michigan.

Janice L. Schell, *Assistant Dean of Students and Assistant Director of Career Counseling*. B.A. (1973) Smith College.

Kathleen Ann Gentile, *Assistant to the Dean of Financial Aid and to the Dean of Students.* B.A. (1977) State University of New York at Geneseo; M.S. (1979), Ed.S. (1979) State University of New York at Albany.

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Robert Freeman Grose, *Director of Institutional Research and Professor of Psychology.* B.A. (1944), M.S. (1947), Ph.D. (1953) Yale University; M.A. (hon. 1970) Amherst College.

Gerald M. Mager, *Registrar and Secretary to the Administration.* A.B. (1965), A.M. (1967), Ph.D. (1972) University of Illinois.

Kurt Maximilian Hertzfeld, *Treasurer.* B.A. (1941), M.B.A. (1942) Harvard University; M.A. (hon. 1969) Amherst College.

Paul N. Billings, *Computer Coordinator.*

George Burnham May, *Comptroller and Associate Treasurer.* B.A. (1946) Amherst College.

Marvin R. Kuipers, *Assistant Comptroller.* B.A. (1966) Calvin College; M.P.A. (1973) University of Texas at Austin.

Bard F. White, *Director, Computer Center.* B.A. (1964) Parsons College; M.S. (1967) Southern Illinois University; Ph.D. (1972) University of Vermont.

David Frederick Howland, *Personnel Officer.* B.A. (1950) Hofstra University.

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James Alfred Guest, *Secretary of Special Projects.* B.A. (1933), L.H.D. (hon. 1971) Amherst College; LL.B. (1936) Yale University.

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Golden B. Beckner, Jr., *Assistant to the Secretary for Public Affairs; Graduate Fellow on the Ives Washburn Grant.* B.A. (1979) Amherst College.

Willis E. Bridegam, Jr., *Librarian of the College.* B. Mus. (1957) Eastman School of Music; M.S. (1964) Syracuse University.

William August Mueller, *Director of Physical Plant and Services.* B.Aero.E. (1942), B.C.E. (1952) Rensselaer Polytechnic Institute.

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Russell Montague Lane, *Director of Student Health Services.* B.A. (1950) Amherst College; M.D. (1955) University of Rochester.

George Leslie Cadigan, *Minister at the College.* B.A. (1933), D.D. (hon. 1958) Amherst College.

Robert May, *Psychotherapist and Director of Counseling Center.* B.A. (1962) Wesleyan University; M.A. (1965), Ph.D. (1969) Harvard University.

Ann Cleaveland, *Psychotherapist.* B.A. (1967) Swarthmore College; M.S.W. (1973) Boston College of Social Work.

Sanford Bloomberg, *Psychotherapist.* B.A. (1950) University of Vermont; M.A. (1951) Columbia University; M.D. (1957) University of Vermont.

Frank E. Reilly, *Psychotherapist.* B.A. (1960) College of the Holy Cross; M.A. (1961) University of Wisconsin; B.M.S. (1965) Dartmouth Medical School; M.D. (1968) Harvard Medical School.

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First Congregational Church
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Smith College Chapel
The Rev. J. Joseph Quigley, B.S.
Newman Center, University of Massachusetts

STUDENT HEALTH SERVICE

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Thomas C. Wilson, M.D., *Orthopedic Consultant*
Ann H. Grose, R.N., M.ED., *Health Education Consultant*
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Stephen R. Andrews, B.S., *Assistant Athletic Trainer*
Stanley M. Zieja, M.A., A.T., C., *Assistant Athletic Trainer*

THREE COLLEGE COMPUTER CENTER

Bard F. White, B.A., M.S., PH.D., *Director*
Clela B. Reeves, B.A., M.A., *Data Base Administrator*
David B. Cernak, B.A., M.B.A., *Systems Analyst*
Michael S. Jewett, B.A., *Systems Analyst*
Frederick G. Roberts, *Operations Manager*
Paulette M. Leukhardt, B.S., *Software Specialist*

ACADEMIC COMPUTER CENTER

Elizabeth Steele, B.A., *Academic Computer Coordinator*

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Jackie M. Pritzen, M.A., *Associate Coordinator of Academic Programs*
Prosser Gifford, PH.D., *Five College Deputy*
Lawrence E. Remillard, B.S., *Treasurer*
Robert M. Jordan, B.S., *Business Manager*

AMHERST HOUSE, KYOTO, JAPAN

Otis Cary, M.A., *Representative of Amherst College*
Lloyd Rutherford Craighill, PH.D., *Director, Associated Kyoto Program*
Alan Brickman, B.A., *Amherst-Doshisha Fellow*

CLASSIFICATION BY RESIDENCE
(FALL 1978)

UNITED STATES

New York	321	Minnesota	6
Massachusetts	310	Georgia	5
Connecticut	161	Iowa	4
New Jersey	89	Louisiana	4
California	75	Indiana	3
Pennsylvania	60	Kentucky	3
Ohio	54	Montana	3
Illinois	52	New Mexico	3
Maryland	37	South Carolina	3
Virginia	35	Alabama	2
Michigan	24	Nebraska	2
Missouri	18	Oklahoma	2
District of Columbia	16	Arizona	1
Florida	16	Nevada	1
Vermont	16	Oregon	1
Maine	15	West Virginia	1
New Hampshire	13	Wyoming	1
Wisconsin	13	Alaska	0
Rhode Island	11	Arkansas	0
Washington	11	Idaho	0
Tennessee	10	Kansas	0
Texas	9	Mississippi	0
North Carolina	7	North Dakota	0
Colorado	6	South Dakota	0
Delaware	6	Utah	0
Hawaii	6	Total	1,436

NON-USA

Puerto Rico	7	Iran	1
Canada	4	India	1
England	4	Korea	1
West Germany	4	Monaco	1
France	3	Nigeria	1
Japan	3	Panama	1
Cameroon	2	Somalia	1
Ghana	2	South Africa	1
Belgium	1	Thailand	1
Brazil	1	Virgin Islands	1
Ethiopia	1	Zaire	1
Greece	1	Total	46
Guam	1		
Hong Kong	1	Grand Total	1,482

SUMMARY OF ENROLLMENT—FALL 1978*

Seniors, Class of 1979	334
Juniors, Class of 1980	336
Sophomores, Class of 1981	403
Freshmen, Class of 1982	379
Sub Total	1,452

*Not included are the 72 Amherst students who are on leaves of absence away from Amherst as of the first semester, 1978-79.

Exchange Students	
Full Time	13
Part Time	0
Sub Total	1,465
Graduate Students	0
Special Students	
Full Time	0
Part Time	17
Total	1,482

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